

Ontario [Conferences] Provincial Conference on
Aims and Objectives of the Education of the
Deaf Individual in Ontario

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Provincial Conference
on Aims and Objectives
of the Education
of the Deaf Individual
in Ontario.



Ontario Ministry of Education

Provincial Schools Branch





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PROCEEDINGS OF
THE PROVINCIAL CONFERENCE ON
AIMS AND OBJECTIVES
OF THE EDUCATION OF THE DEAF INDIVIDUAL
IN ONTARIO
QUEEN'S PARK
TORONTO, ONTARIO
OCTOBER 16TH-17TH, 1973

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FOREWORD

This proceedings issue contains papers and discussion notes from the conference on Aims and Objectives of the Education of the Deaf Individual in Ontario, October 16th-17th, 1973. The conference was organized by the Schools for the Blind and Deaf Section, Provincial Schools Branch, Ontario Ministry of Education.

Presentations by the various organizations represented at the conference appear in their entirety with the exception of the Reich study, A Follow-up Study of the Deaf. In the interests of economy of space and time, discussions following papers have been reduced to salient points.

Proceedings copies may be obtained from:

G. Funch (Editor),
Principal,
Teacher Education-Media Centre,
Ontario School for the Deaf,
Belleville, Ontario.

PURPOSES OF THE CONFERENCE:

- (a) To present the findings of "A Follow-up Study of the Deaf", Drs. Peter and Carol Reich.
- (b) To present pertinent aspects of the "Canadian Study of Hard of Hearing and Deaf", Dr. G. Wallace.
- (c) To present the educational concerns of those involved in the religious ministry of the deaf.
- (d) To present the educational concerns of organizations of deaf adults.
- (e) To present the educational concerns of the Canadian Hearing Society.
- (f) To present the educational concerns of the Ontario Parents' Council.
- (g) To present the educational concerns of the Metropolitan Toronto Boards of Education.
- (h) To present the aims and objectives of the Community College programme for the deaf individual in Ontario.
- (i) To present information obtained by Ministry officials in recent visits to parents' groups in Ontario.
- (j) To present the Ministry of Education draft of aims and objectives of the education of the deaf individual in Ontario.
- (k) To support continued constructive dialogue between all parties concerned with the educational life of the deaf individual in Ontario.

CONFERENCE PARTICIPANTS:

Dr. Peter Reich - University of Toronto

Dr. Carol Reich - Board of Education, City of Toronto

Dr. Graeme Wallace - formerly with Canadian Rehabilitation
Council for the Disabled.

Dr. R. Rumball - Ontario Mission of the Deaf

Mr. G. Oldring - Ontario Mission of the Deaf

Mrs. D. Beam - Ontario Mission of the Deaf

Father P. Monty - Roman Catholic Mission to the Deaf

Father B. Dwyer - Roman Catholic Mission to the Deaf

Mr. G. Ryall - Ontario Association of the Deaf

Miss F. Clark - Ontario Association of the Deaf

Mr. Nick Wojcik - Ontario Association of the Deaf

Mr. Roger McAuley - Ontario Council of the Deaf

Mr. Guy J. Lively - Ontario Council of the Deaf

Mr. R. E. Armstrong - Canadian Hearing Society

Mr. H. Montgomery - Canadian Hearing Society

Mr. David White - Canadian Hearing Society

Mr. J. Farley - Ontario Parents' Council

Mrs. P. Watson - Ontario Parents' Council

Mr. R. Cope - George Brown Community College

Miss Hazel Brown - Ministry of Colleges and Universities

Dr. E. N. McKeown - Associate Director of Education,
Board of Education for the City of
Toronto

Miss Margaret Grant - Principal, Metropolitan Toronto
School for the Deaf

- Mr. B. F. Martin - Administrator, Special Education Services,
Scarborough Board of Education.
- Mrs. Norma Harrison-Mitchell - Supervisor Speech and Hearing,
Special Education Services,
Scarborough Board of Education.
- Mr. K. A. MacKenzie - Principal, Clairlea Public School,
Scarborough.
- Mrs. Iris Boshes - Vocational Rehabilitation Services Branch
- Mr. David Pitt - Vocational Rehabilitation Services Branch
- Mr. J. F. Kinlin - Assistant Deputy Minister,
Ministry of Education.
- Mr. W. K. Clarke - Director, Provincial Schools Branch,
Ministry of Education.
- Mr. W. D. A. McCuaig - Chief Education Officer,
Schools for the Blind and the Deaf.
- Dr. J. G. Demeza - Superintendent, Ontario School for the
Deaf, Belleville.
- Mr. R. A. Wollaston - Superintendent, Ontario School for
the Deaf, Milton.
- Dr. J. Boyd - Superintendent, Regional Centre for the Hearing
Handicapped, London.
- Mr. G. Bunch - Principal, Teacher Education Centre
- Mr. P. Kitcher - Assistant Superintendent, Ontario School
for the Deaf, Belleville.
- Mr. R. Dodds - Assistant Superintendent, Ontario School for
the Deaf, Milton.
- Mr. G. Martins - Assistant Superintendent, Regional Centre for
the Hearing Handicapped, London.
- * Mr. N. Rickaby - Dean of Residence, Ontario School for the
Deaf, Belleville.
- * Ms. M. Lamont - Ontario School for the Deaf, Milton.
- * Mr. C. Barnes - Dean of Residence, Ontario School for the
Deaf, Milton.
- * Mr. P. Bartu - Ontario School for the Deaf, Milton.
- * Interpreters

The Honourable Thomas L. Wells,
Minister of Education,
Ontario Ministry of Education.

"Thank you very much ladies and gentlemen. I would like to add my words of welcome to you all because I think this is an historic occasion. The watch-word in Government today is participation of all those concerned in programmes, and this is the kind of process we like to go through in all areas, especially our Ministry. This Government has been involved to some degree or another in assisting handicapped children - education of deaf children - for many years. It is easy to fall into a trap and think you have the best system and everything is going well. Everyone is aware of this and I am also aware in this particular situation how the role and education of the handicapped is being handled, and it is good, and I want you to know that persons are concerned in our Ministry. The kind of dialogue they have been having with you over the last 7 or 8 months shows how concerned we are. What we are trying to achieve is the best programme and the best allotment of resources. With us are members of the Clergy, Deaf Associations, Parents, Educators, those engaged on research programmes, and others - a real depth of resource material and I hope that out of this material will come some benefit to resource programmes. Thank you for coming to the Conference and helping us."

Mr. W. D. A. McCuaig,
Chief Educational Officer,
Schools for the Blind and Deaf Section,
Provincial Schools Branch,
Ontario Ministry of Education.

"About forty years ago people used to complain that their elected representatives were not powerful any more. They complained that very important decisions were made by fat men with cigars in rooms where the public was not admitted. This morning I would like to welcome you to this smoke-filled back room.

Our purpose, as you know, is in the title we selected. This is a conference on the Aims and Objectives of the Education of the Deaf Individual in Ontario.

We invited you here not to confront or argue, but to ascertain and to clarify. We'd prefer more light and less heat.

We wish sincerely to be sure we understand your wishes, and no doubt you will question each other also because this is not only an exercise in government listening to the people, but also some people listening to other people.

Clarification through discussion is not an easy assignment. It requires careful thought. Some things which can be revealed by clarifying analysis are inconsistency, obsolete ideas, and unrealistically expensive proposals.

One aim which we might think sounds pretty good might turn out to be inconsistent with another aim which also sounds good. For example, we might say that very young children belong in the home with mother and father and the family, which is good. But we might also think it a good idea that local school boards should bring two year old children into classrooms, and that may turn out to be inconsistent with keeping the child home with mother.

Our ideas might also be attractive, but a little behind the times. The development of technology brings new possibilities we must be alert for. One group here today has a forward looking proposal that since teletypewriter communication is now possible through household telephones, every deaf child should learn to type. There can also be backward looking proposals. Maybe some ideas are too far ahead of their time.

So consistency is one important thing to look for, and timeliness is a second.

Probably no elaboration is needed to remind us of the importance of money and energy. Yes, it would be nice if all our teachers had Ph.D. degrees, but they just don't. Financial realism is something we can bring out through hard-headed clarification and analysis.

This conference ought to be a good place to ascertain some facts, also. Rumour and gossip and hearsay are less reliable than direct testimony. Questions which might have been unthinkable or unaskable should be asked if we wish to ascertain true information. You know the kind of thing, where people are sometimes shocked by the discovery that what they had assumed, something they had taken for granted, turns out to be untrue. Sometimes it's unpleasant, but sometimes it can be pleasant too, so you are encouraged here to bring out assumptions and test them.

Come, let us reason together, sayeth the Lord.

I won't introduce everybody here in any length, because many of you have known each other for years, but I would like to review names to reinforce the place cards and refresh our memories ...

Any non-civil servants who require expense accounts should speak to Mr. Bunch.

Mr. Bunch is arranging to publish proceedings of this conference and probably they will include the position papers you prepared and the comments we decide on here.

We will not take down every word you say, and we will not prepare a verbatim transcript. We don't have a tape recorder either, and the room is not bugged.

Instead what we prefer is simply to make notes of your comments and the points you make. If you tell a long story to make a point, we may listen to the story, but we'll only record the point. In order to encourage pretty free speech, we will not even attach names to the comments. If, during the conference, you are in doubt about what is going into the record, please raise the question and as chairman, I will ask our capable note takers to read what they have so we will all know. Perhaps the notes can be taken rather fully and then edited down later if that is agreeable, but let me repeat, if the point is particularly important, we can edit our wording right here, right now. In the light of our two purposes of ascertainment and clarification, probably no harm would be done if more than one position on a certain point were to appear in the published proceedings.

PRESENTATION 1: A Follow-up Study of the Deaf

Dr. Peter A. Reich, University of Toronto
Dr. Carol M. Reich, Board of Education,
City of Toronto

NOTE: The Reich study does not appear in this proceedings issue due to its considerable length and its publication elsewhere. Individuals or organizations wishing a copy of this study should contact Dr. Peter Reich or Dr. Carol Reich.

PRESENTER'S COMMENTS:

DR. CAROL REICH: Although everyone agrees that they would like to raise the educational qualifications of the deaf as one method of rising to the economic and job opportunities, undue emphasis must not be put on vocational training. Research showed that only about 20% of former students were currently working on jobs for which they had been trained. Vocational education does serve a useful purpose for students, but educators should not be expected to prepare them for special jobs. In order to raise job opportunities, a higher academic level is required, - particularly reading and writing skills. In sample it was found that almost all were below level 7 in reading, with an average of level 4 - 5, and that writing skills were also low. In content areas there was far too much emphasis on language skills per se, and not enough recognition of the fact that a very important aid in comprehending what a speaker intends to communicate is prior knowledge of what he is talking about. There has to be more emphasis on trying to get information into the students in whatever way possible, and less concern in what particular way.

Study of deaf adults shows the importance of communication by sign, even where there is a residual of speech. Dr. Reich used for an example that a deaf person in a store would be able to enquire the price of an article, but in a more intimate situation, a visit to a doctor, would have to take some person with them. She did not see that it was possible for educators to ignore the sign language of the deaf. With regard to the education of deaf completely in English, it might be better to think of the deaf child as not being a native speaker of English.

A fact that has research backing is that children do not get all their language from adults - younger children gain from children present - reinforced by the language of the classroom. Dr. Reich spoke of Italian and French immersion programmes with the learning of academic material in a non-standard language, and the child would gradually switch to English. She would like to see more emphasis on getting the child to use some language, and less on getting him to use one particular language. Once there is an established communication with that child in some way, his mind can grow in all directions, including the direction of standard, spoken and written English.

Students from day schools use speech more often than students from residential schools - more frequently and in more situations - by motivation or habit factor. According to hearing, they should have as good a hearing aid and audiological equipment as possible.

Most students in the study were from English speaking backgrounds - there are now more students from New Canadian backgrounds and also more multiply-handicapped and therefore fewer parents are going to be able to give background support to the programmes. More children will have to be coached on the simplest level possible.

DR. PETER REICH: Dr. Peter Reich then spoke on the communication goals of the school system. These goals should be set for the Province - not isolated to one area. They should be functional goals, with the primary aim of using whatever form of communication satisfies the means. He used for an example the construction of a building - instead of specifying the particular type of material to be used, the important thing was that the building as a complete product should be to the standard required. The same should be true of setting goals for the schools - we should not specify oral, total communication, etc., but should set according to the purpose behind the setting of these goals and if research comes up, or development comes up with better techniques, it should not require a Provincial conference to change.

The most important goal is communication in two directions - from the teacher to the student and from the student to the teacher, - the maximum amount of communication. The second thing is the amount of material the children get in English - English colloquial speech patterns, work order. There should be no difference between teaching situations and concept situations.

Is it necessary to have a different system of communication for discipline? If you feel you need a certain method of communication for some students in counselling and drop-out situations, might it not also be that you need it in some teaching situations?

Dr. Peter Reich then passed out a paper showing a stopped frame of a video-tape taken whilst a teacher was fingerspelling, showing how few of the words which had been fingerspelled, were legible. He expressed the doubt as to whether Visible English is (1) Visible, and (2) English, and expressed the opinion that for maximum comprehension Visible English may not be the total answer. He compared the Rochester fingerspelling to that of total communication at Buffalo.

Dr. Reich also stated that students in school for the deaf in the Province, when asked what was wrong with the schools had expressed the view that they "Did not work hard enough" - there was not enough intellectual challenge.

- In answer to enquiry, Dr. Reich explained that the translation shown on the paper was by a graduate student who had looked at the video-tape frame by frame.

PARTICIPANTS' COMMENTS

PARTICIPANT 1: Rochester School is not the best model of the Rochester Method at this time. The sample shown showed exceptionally poor finger spelling. Visible English when used properly is consonant with the English Language.

DR. PETER REICH: If sign language were used in schools it should be but a component of total communication. Whatever system is used the syntactic patterns of English should be preserved. The goal should not be the use of a system of signs but the maximizing of communication.

DR. CAROL REICH: Learning a language is easier if the individual has a knowledge of the world. Individuals reading English do not de-code every word. A knowledge of the world fills in many gaps.

PARTICIPANT 2: Would Dr. Carol Reich comment upon the problems of various immigrants who would be required to change from their native language to English? What role might immersion classes play in this area?

DR. CAROL REICH: Knowledge acquired in French, Italian or sign language is carried over and expanded in learning a new language. Deaf children do not necessarily need to have English language in order to learn if an alternate language milieu is available.

PARTICIPANT 3: Some method of increasing the incidental learning of deaf individuals is required. The differences between those who are totally deaf, those with residual hearing and those who are deafened should be taken into consideration.

DR. PETER REICH: The educational system is only a part of the education of the deaf. Methods of continuing education after graduation should be explored. One area for exploration would be the provision of sub-titles on television sets so that deaf individuals might understand programmes to a greater extent.

PARTICIPANT 4: Parents of deaf children should assume greater responsibility for explaining all things in the world to their deaf children. Much incidental learning can be obtained from interaction with parents.

PARTICIPANT 3: A parent education programme should be established.

DR. PETER REICH: Schools are responsible for deaf children for only a few hours and parents for many. An appropriate system of communication between parent and child should be investigated.

PARTICIPANT 5: The Teacher Education-Media Centre on the Campus of O.S.D. Belleville has conducted research in captioning T.V. programmes for the hearing impaired. When television companies decide to assist the hearing impaired through the provision of captioning, Ontario will have its own internal leadership through the facilities of the Ministry of Education.

PARTICIPANT 6: Adapters to allow T.V. sets to receive captions are available in the United States for \$20.00.

DR. PETER REICH: All types of programmes and not just educational programmes should be captioned if the deaf are to receive sufficient benefit from T.V. captioning.

PARTICIPANT 5: For a number of years the argument that the deaf are native speakers of sign language has been raised. The majority of deaf children are raised in homes where English transmitted by speech and received by hearing is the native language. Would it therefore be more correct to state that deaf children are native speakers of that language to which they are exposed.

DR. PETER REICH: Parents must sign or fingerspell complete sentences to give the child skills in English. Language should be given from the time of identification of hearing loss throughout life.

PARTICIPANT 3: Language impinges on the child from the time of birth. The child would naturally use the simplest form of communication, gestures.

PARTICIPANT 6: Children with other siblings in the family often have more comprehension of language. Communication comprehension is the thing that should determine what is native.

DR. PETER REICH: Based on short term observation at St. Mary's School for the Deaf, Buffalo, I believe there is more communication from teacher to child, but not that much from child to teacher. Often when the child did communicate with the teacher, that communication would be in the form of signs. Before deciding on a system of communication, problems of manual dexterity should be considered.

PARTICIPANT 1: In all cases there has to be the input before you obtain output.

DR. PETER REICH: In classes where teachers signed, children seemed to communicate in phrases more so than in classes where teachers fingerspelled.

PARTICIPANT 7: The conference participants should not get on to a single track and be able to realise that language is non verbal at a point. Eventually language is verbal or manual or written. We have to think clearly what language is and examine it from all points of view.

PARTICIPANT 8: Certain signs are obvious. Smiling is one of these. Such signs, which children understand readily from infancy, should be used more frequently.

PRESENTATION 2: Canadian Study of Hard of Hearing and Deaf

Dr. G. Wallace, formerly with C.R.C.D.

Thank you very much for the opportunity to address you today. I suppose that I am meant to begin by making a point by point rebuttal of a recent critique of Wallace's report. The problems of deafness in this province are too obvious to waste time on semantics, generalizations and often unfounded arguments. The person responsible for that critique is entitled to his opinions. On May 22nd, I attempted to discuss with that individual discrepancies between our thinking. The outcome of that was embarrassing in that the Superintendent of Belleville and the Principal of the Teacher's College had to apologize for his behaviour. I see no reason whatsoever for holding any personal feelings for anyone's behaviour on that day. Consequently, and with your permission I would like to avoid a repeat of that and move on to the following:

Summary

Brief Introduction
Residential Schools
Parents
Adult Deaf
Placement Agencies
Metro
Where to From Here?

With the above topics I would like to ask a few questions for later discussion and possibly make some constructive suggestions for future direction.

INTRODUCTION

Education of the deaf involves a team approach and more than just educators, for example, medical personnel, social workers, audiologists, placement officers and so on. The team approach presumes a recognition on the part of each professional that every member can and should make a unique contribution. Unfortunately, we tend to work in isolation as separate occupations.

How many audiologists working outside the education jurisdiction are present today? Social workers? Medical Personnel? Local School Authorities? Why?

If the Ministry is really concerned with the education of the deaf and it is obvious that none of these groups are represented, therefore, we need some reorientation.

I think that local school authorities should have been invited to this conference because classes for hearing impaired children have been created, away from the residential setting, with an absence in many cases of proper educational design and provincial-wide planning. This has, and will continue to create many problems.

Among the problems that I can foresee are: --

1. An absence of an educational philosophy.
2. Inexperienced teachers, and therefore, a tremendous variation in the education offered. For example, the Lorne Avenue school in London has set up classes for the hearing impaired with teachers that are unqualified, whereas the Ministry school also located in London comes under different jurisdiction.
3. The possibility that inexperienced personnel are placed in charge of administering these important programmes.

I have a number of questions that I could not find the answers to and I would like discussed or answered in the subsequent discussion at this conference.

How many classes have been created in the last twelve months?

What is the current provincial attitude to these problems?

Who has guided and followed up on the local Board of Education?

Are the Boards satisfied?

What are their problems?

To recapitulate, this is an area of major importance that local school boards should be more attuned to provincial thinking, the reasons for certain actions, and also, be able to use the latest technological innovations wisely.

Residential Schools

At the present moment, in viewing the situation for residential schools there is somewhat of a paradox. For example, no one can convince me that segregation and isolation caused by institutionalization is more favourable than family living. On the other hand, I do not think that even the most optimistic of us would consider that residential schools will ever be outmoded, at least in this province. So with these two alternatives what can potentially be a constructive solution?

1. Parents, professionals, the adult deaf and the community should be actively involved in the functioning of the school. This can best be done by setting up viable Advisory Committee to each school with adequate representation of all concerned. This would have many advantages:--
 - a) It would enable greater development of an active educational philosophy.
 - b) It would enable continual evaluation of the social and cultural program.
 - c) Involving the community in this manner would lead to the mutual advantage of both the school, the parents and the community.

I mention this latter point because my sources (from parent and professionals) indicate that under the peripheral smile on both sides, co-operation is not as good as it could be. Correctly or incorrectly there are some parents that fear reprisals for their child if they spoke out. You and I can both see that such concerns can both be avoided or at least clarified.

- d) Remove the apparent belief in this province that the deaf children can learn only from the teacher.

Curriculum and Teachers

A closed residential program under-emphasizes learning and places greater emphasis on teaching. A more flexible curriculum would stimulate, encourage, and facilitate learning of the student emotionally, psychologically, mentally and socially. At the present moment too much emphasis is being placed on vocational needs in residential schools in this province. However, it is important that we support two programs which deserve mention at this stage.

- a) The new London school under Dr. Boyd is attempting to eliminate vocational programmes until the age of twelve. This is a courageous move in this province by this individual which will eliminate later vocational unemployment and under-employment. Furthermore, the proposed programme at George Brown under Mr. Ron Cone which is going to take individuals that perform in Grade 12 and broaden their potential. This will have the advantage of ensuring similar levels for both day and residential pupils.

I think that two other constructive suggestions about curriculum are valid:

- a) The sterility of the art programme as can be seen at the residential schools for the deaf where there is an absence of opportunity for free expression. I think it would be a constructive suggestion that art teachers in these programmes attend local workshops and gain more creative ideas.
- b) There is an appalling state in the library, particularly at the Belleville Residential School. For example, there are a number of wonderful children's books on the market now but you are more likely to be able to read about the Battle of Hastings in this library than anything creative or up-to-date.

Teachers

I think it is a complement to Ontario that there is a greater percentage qualified than probably any other province in Canada. However, there is an important question - why is it that with the current teacher training course to fulfill the need, that untrained teachers are still being employed at Milton and London?

Furthermore, it was said to me at Milton that the teachers themselves are subject to problems with regard to individuality. For example, one teacher at Milton said to me that if you think that parents have problems with red tape, what about the teachers? My question - why is this so? This must stifle both the creativity and ingenuity of many excellent teachers. I hope the current Superintendent will be able to maneuver around this, so that all may benefit.

Residential Staff

As far as I'm concerned, they occupy at least as important a role as the teacher. I know it is a demanding, frustrating job and probably many do a fantastic job, but I would like to see general upgrading of the overall qualifications. For example, the Fanshawe College graduates certainly need some upgrading. Questions that I would like to ask here are:

Can they all communicate fluently in visible English?

Do they sign or even are they allowed to sign in residences? If they are allowed, then I would like to see the employment of more adult deaf as counsellors because I think it is important for the psychological and emotional development of the students under this jurisdiction.

All too often, residential and teaching staffs in residential schools work in isolation. I would like to see this relationship drastically improved.

Integration

Partly due to the hard of hearing population in residential schools and the relative success of some deaf students, successful integration into hearing schools should be encouraged. I have a number of questions in this regard, such as:

How many students are involved in integration at both Belleville and Milton?

Where does it take place and for what subjects?

What have been the results?

What are the problems?

What plans are made for more or less students in the future?

What exposure do trainee teachers get in the type of environment both in theory and practice?

Finally, on residential schools let me say this as a constructive comment. Probably due to the dedication of some staffs, I think that residential schools do too much for the child. What I would like to see is more community exposure, more diverse and creative curriculum and more integration. In this way, we could say that if the schools did this with the deaf, they would have a better social behavioural repertoire and be more independent on graduation.

One final constructive comment; In our society it does not matter whether a child graduates at Grade 2 or Grade 8 - he still will only be manually employed. I think that residential school personnel get too hung up on the Grade 5 academic level and say that our graduates are as good as other schools. I think the comparison should be made with hearing children and not deaf.

Parents

A few brief comments will be made here because they are here today and I think that they can best articulate their own grievances. Overall, I think that one of the greatest areas of weakness in the whole system in this province are the problems of parents and how they are dealt with. I worry that they are indoctrinated about methodology prior to the child entering school. Observation and proof of this statement can be found by the numerous parental associations split over methodology with nowhere to turn, in this province.

The Home Training Program

I would like to see the experience and qualifications of the home training teachers participating in this program reconsidered. This is not an attack but I have heard some really questionable stories from over the province over the value that these visits have been to certain parents. One of the major problems is obviously the grief and shock of the parents, the inability to communicate and the inability to turn to anybody.

Are visible English lessons given to parents on this program?
If so, how often?

How much work have the schools done in giving courses for parents in visible English?

The Adult Deaf

I only want to make a couple of very brief comments in this area.

1. There is a lack of diligent follow-up of graduates in this area which leads to little continuation between the residential programs and any adult upgrading program.
2. In the near future, they have to make a clear distinction between congenital or adventitious deafness and occupational deafness.

I'm not sure who is responsible for the development of occupational deafness programs but nothing is being done now in this province. I would like to make two suggestions:

- a) That an information officer who can manually communicate be employed (even if this is only a part-time aspect of another function) - to supply information to parents, professionals, public or the deaf community about individuals, programs or assistance available. Perhaps this can work in close co-operation with the vocational rehabilitation programs.
- b) That Manpower take over the placement of deaf persons.

Placement Agencies

In discussing placement agencies - one has immediately to consider the Canadian Hearing Society. I think the Society itself is unwieldy with over 50 Directors, and 13 Committees. Some of the individuals on these committees are inextricably linked to deafness whereas others are there for other motives. However, you'll find that the Society itself performs basically four functions: -

Placement
Audiology
Information Services
Miscellaneous Group, e.g. telephone answering

With regard to the placement services offered by the Canadian Hearing Society, I have suggested that the placement of deaf individuals be taken over by Manpower, although it is currently the Canadian Hearing Society's bread and butter. Why do I make such an attack?

1. Per capita, it is very expensive even if one could get accurate numbers from the respective officers of the Canadian Hearing Society in Toronto, London, Hamilton and Ottawa.
2. Not all placement officers employed by the Canadian Hearing Society can sign fluently although at the present moment they are having courses.
3. We must look to the future. In this way, I think that one of the major problems is going to be the rehabilitation problem of individuals who have been deafened by their employment. I do not see that they will be able to cope with the number of individuals that I can foresee being affected in this way.

In this province there is a tremendous duplication and multiplicity of resources in certain areas. A classic example of this is the duplication of Audiology by the Canadian Hearing Society. Let me illustrate it with an example. At the end of my report a parent phoned me and asked if I could help her get an early appointment for her child for an audiological test. She told me that on phoning the C.H.S. there was a four month wait for assessment. I rang somebody that I had met throughout the course of my last twelve months employment to confirm something else and realized it is possible that the same audiologist working in another audiological setting at no more than one week's notice. If you can get the same audiologist without delay why do they duplicate the service. What can the Canadian Hearing Society do?

1. I think that they can provide a lot in the general area of public information.
2. Perhaps the greatest need is in parental guidance and counselling. Even by mail they could fill a tremendous void at present.
3. They could recruit, train and register interpreters now that the C.A.D. program has, according to my best knowledge, been refused support.

Metro

I have but four or five questions that I wish to ask:

1. We all know that oralism is the accepted means of communication in Metro. To be successful, specialization and extra remediation should be offered and available to all students. Why is that with increased numbers this year at Northern Secondary, that teachers are obliged to take outside subjects and thereby reducing the number of periods that these specialists can teach?
2. Has Metro given any consideration to those that will not be oral? If so, what?
3. One problem that I would like alleviated in the Metro system is the Castle Frank program. This isolated program has one teacher and about 11 children working in isolation, independently and without help. Is there any chance of this becoming a more integral part of the Metro system?
4. Will the senior personnel resigning at the end of the year in the Metro system be replaced by experienced and qualified people?
5. Does the Toronto system have any professional days planned for this year? If so, could you give us some details?

Where to From Here?

I think I speak for many professionals, parents and possibly the deaf when I say that the Ministry must take the initiative. Although there are two sides to every story and I only know one side - I feel that the Ministry has successfully closed the system to its own advantage. I may sound like I suffer from congenital pessimism, but I would like to illustrate my interpretation with a few examples. Remember, I said little that was new in my report - the questions have been obvious for years but the answers from the Ministry have changed.

1. The system by its lack of openness and secrecy has created tremendous mistrust by the widely varying parents associations, and as a consequence rumours abound.

2. Last January, I met with Mr. McCuaig and Mr. Clark in the Ministry's offices. I was informed that nothing would be available from the Ministry and little progress would be made until May 1973, when aims and objectives would be published. Isn't the purpose of this meeting merely to discuss aims and objectives so some other formal document can be produced from the Ministry?
3. The communication policy was formulated by a group chosen by the Ministry. The decision was to establish the Rochester method. Then it was subject to a January amendment, then it was another amendment and what is it now? No professional in the field outside the small circle of the Ministry's representatives know clearly what the current proposed communication policy is at the present stage.
4. Mr. McCuaig and the Superintendent of Milton and Belleville visited the parents association throughout the year. My information from a number of these parent's associations is that they were more frustrated after the event than before. Was there any follow-up?
5. Why weren't medical, audiological, social workers and the local school authorities invited to this conference?
6. Earlier in the year, a series of seminars were conducted outside the offices of the Ontario Ministry of Education. The Ministry was invited but they refused to allow the Superintendents of Belleville, Milton and London or their own representatives to participate in that important discussion on education of the deaf. Documentation is available which shows this as saying that the time was not ripe for a conference. What changes have taken place since those seminars to make the time ripe now for a conference on deafness?
7. I think this is the most ludicrous example of all. I was asked by a member of a neighbouring province's Ministry of Education whether I could set up a one day tour of a residential school in Ontario to be followed by a dinner at the Holiday Inn near the Airport. The individual concerned from Manitoba had been to school with the Superintendent from London. As a consequence to renewing their acquaintance as well as the contribution that the individual concerned could make, I attempted to phone to set up an appointment for that evening. Despite numerous phone calls and numerous attempts to get the Superintendent of London, he refused to speak to me.

A few days later I happened to be down socially near Wellesley Station and I ran into Mr. McCuaig from the Ministry. Mr. McCuaig informed me that I had caused a lot of concern around the Ministry that day. When I asked him what I had done, he told me that I had been attempting to phone Dr. Boyd from London. Dr. Boyd was worried about what I was going to ask him and Mr. McCuaig informed me that he would not be able to attend the supper but instead two representatives from the Ministry would attend.

Gentlemen, I am sure that you at the Ministry have your reasons for the above, but all I want to say is that such behaviour is not conducive to a team approach in a problem that is as diverse and complicated as deafness. I am still convinced that progress can only be made when and if the Ministry sincerely takes the initiative to remove the mistrust that it has created.

In conclusion, I would like to thank you for the opportunity to address you today. I am sorry that I cannot stay for all the conference. Let us hope that some of the tremendous mistrust which exists even amongst individuals seated before me in this room today can be cleared away, and that, the deaf, irrespective of communication mode, can be given the opportunity and rights of normal hearing people in this province.

Good luck and thank you.

PARTICIPANTS' COMMENTS

PARTICIPANT 1: As a deaf parent of deaf children I believe that residential schools are truly a godsend to many children who do not come from good homes where the parents care for their welfare. I am in favour of residential schools, but would like to see some changes in their programmes.

PARTICIPANT 2: The Ministry of Education is aware of the psychological impact on children who must leave their homes to attend residential schools. The schools are now bussing many children home on a daily basis. Invariably day schools block a child into one methodology. A real problem exists where a child living at home has no communication with his parents, brothers or sisters. The Metropolitan Toronto School has little to offer to assist and is not meeting the winds of change and innovation.

DR. G. WALLACE: The Metro School is doing a fine job in many ways and has a very good oral programme.

PARTICIPANT 3: Vacancies in the Metropolitan Toronto area are our concern as well. These vacancies will be filled with the best personnel available. An increasing number of graduates from the Metro system are attending George Brown Community College Programmes.

PARTICIPANT 4: As a parent I do not consider that residential schools should be emphasized as being good for children who come from homes that are not the best. Parents need guidance so that they have the opportunity to make a fair judgment. In my own case the Ministry of Education advised me of what was available and I judged in favour of the residential schools since I believed the residential schools would most develop the child as a whole. All parents should have the right of making such a judgment.

PARTICIPANT 5: Audiological services offered by the Canadian Hearing Society should be placed in perspective. The Society offered the first audiological service in the Province in 1958. The Society was a pioneer in the field and served hospitals and schools in a much needed role.

MR. G. WALLACE: I had not been aware of the pioneering role of the society. However, I feel that it might not be in the best interests of the society presently to attempt to keep up with other clinics.

PRESENTATION 3: Religious Ministry Presentations

Ontario Mission of the Deaf
Dr. R. Rumball

The educational opportunity for the deaf should be as flexible as facility and finances would make possible.

Ideally a wide variety of options should be available and a system where intermobility was expected. An understanding of the special needs of the deaf not only educationally but also socially and psychologically would be important as well as supportive services, within any programme.

- The options as I see them are
- A) a totally integrated programme in regular schools
 - B) special classes in regular schools
 - C) Special schools
 - 1) day
 - 2) residential

- Within the options should be options as to methodology
- A) oral
 - B) Visible English
 - C) total communication

The flexibility should also extend to personnel so that by apprentice type experience of teaching assistants, people capable of doing a superior job would be recognized and permitted to be part of the programme.

The needs of a child change and there are advantages to all the options, so any system that locks a child in, is a disservice. The home environment has a big part to play in the development of the child as well, and this is not static. With a flexible system compensations can be made to the benefit of the child, by the selection of another option.

PRESENTER'S COMMENTS

DR. R. FUMBALL: It is a privilege to be at this conference as an individual who works for the deaf and an individual representing the Ontario Mission of the Deaf. It is a privilege to be here with Father Monty and Father Dwyer. First and foremost they are Christian Ministers of the Gospel and as such the involvement is with the individual person. They are in contact with children from the very beginning. No two children are the same and as a result of their concern for the deaf children, they recognize that these children have different needs at different times.

There is no doubt that everyone works together over individual problems. Such an approach must be universal. There must be total flexibility in our educational programmes, a broad scale of options. Total information must be available so that parents and school boards may decide where youngsters can best be placed regardless of expense. If the time comes when a youngster can no longer progress at an adequate rate, he should be able to change to another type of programme. The deaf do not have sufficient opportunity to be mobile or sufficient choice over options. A total integration programme, regardless of methodology, should be our goal. There is a need for special classes in both day and residential situations. The curriculum and methodology should be in the hands of experts.

The province of Ontario needs a selection or advisory board. There needs to be an official group formed with the awareness of the Ministry. There should be an ombudsman to look into individual cases. At times when an individual is in court, special court orders must be obtained to properly assist them. We need to look at the deaf person from his point of view.

PRESENTATION 3: Religious Ministry Presentations

Ontario Roman Catholic Mission to the Deaf
Father B. Dwyer.

Probably no one single event in the history of man has had so much influence on our own history than that of the Christ event. Western culture has used this event to mark time, to develop certain moral values and principles, and even to establish governments etc, built on this particular event.

It is no wonder then that the schools have undertaken to adopt some of the basic principles connected with this event, and to try with much fervor to instill within young people the necessary values and responsibilities of a Christian in the modern world.

As a person becomes more and more aware of himself and the other people around him, he becomes more aware of the dignity of the human person, and he finds that there is another dimension to the person that is quite unique in his environment. The person takes on great importance because of this spiritual dimension. The person becomes more aware of a calling to serve others and to share the awareness of this dimension with all men. So man is involved with his fellow men and with society in a very personal and deep intimate way. The Christian, realizing this added dimension of a spiritual nature is not solely concerned with the development of the body and mind, but is driven and drawn by the need and the desire to share with others what he himself has learned and experienced in terms of his own spiritual life that he reflects on in conjunction with the Christ event. The Church, then plays a very vital role in the total education of a person.

The goal of education to the formation of a person respecting his ultimate goal, so that the person can help society and that this society wills him to share in the responsibility for the society as a true adult. Young people must be trained and given the opportunity and encouraged to weigh moral values with an upright conscience and to embrace them by their own personal choice and so to know God more. It is no longer adequate to say that education imposes these from above.

Christianity clearly recognized the intimate connection and relationship between what is happening in the modern world and the spiritual dimension that must accompany it. There is in no way any hint of separation or clear distinction here. The person as a total integrated material and spiritual person must be highly respected and fully developed.

Christian people deserve a Christian education as is their right as persons in this society. Christian education does not mean education with a dose of religion. The dignity of a Christian person is not satisfied with material-minded education. The belief in a supernatural life makes a difference in the notion of a person's origin, his everyday living, his outlook on the future, his ultimate destiny and his relationship to other persons in this society. The aims of Christian education must be these; to daily grow more conscious of the gift of that supernatural life that he has received in Baptism; he must adore the Person who created that life as a gift to him through liturgical worship; he will conduct his life in righteousness and holiness; he will be trained and be given witness to the hope that is in him and encouraged to contribute to the good of society as a whole.

Parents too are involved in the education of their children for they are the first and foremost educators of the children. Children will pass through their homes - with all the love and peace and life style that is proper to the individual home - to the world, to be in the world, part of it, developed by it and responsible in it. Each parent then, has the responsibility to design the educational development of their own children. The necessity of options and special programmes within the system is a recognition of the basic worth and individuality of a person with this spiritual dimension.

Teachers and administrators have a very deep and intense and heavy responsibility to the persons they take in their charge. They too must be permeated with the active belief in this supernatural life and destiny of the Christian person and will act as partners with the parents in the total growth experience of the child - an experience that does not stop at the end of the school day or school year, or when the young person leaves school. Continual contact on a deep personal basis is of necessity. One of the grave and serious tasks of the education system is to enliven in the young people a genuine love and respect and care for those less fortunate, and to be careful to lead the young people to an attitude of other-centeredness, rather than self-centeredness.

What is also recognized here is the variety of choice of educational opportunities to be taken up by the young person himself. Other than a matter of convenience to the school, it may be difficult to see a person in the same educational environment for all of his formal training. Diversity of locale and system would seem to be more appropriate for the total development of the person in our pluralistic society today.

Clearly we are dealing with a group that is deprived probably in many aspects and these could be discussed separately, but the point is that with any deprived group within our society they are the victims of prejudice, misunderstanding, etc. For them to become worthwhile productive members of our society there must be an attitude of awareness of self-worth, so that the environment of the child must be that of varied stimuli enriched to match the child's scheme of looking at life. This again respects the basic worth of the young person and respects his freedom of choice.

Christian Education is total education for the total person and is the most exciting aspect of life for those who feel within them the empathy and worth of human service.

PRESENTER'S COMMENTS

FATHER DWYER: I have been involved with the deaf for the past three years and have found it a great privilege to serve them. I have the highest respect for what is being done for the deaf in this Province. My main role is that of the Minister of the Gospel and as a representative of the Roman Catholic Deaf in Toronto and the Catholic deaf in Canada. I am involved mostly with individual cases and my basic theme is respect for the individual person. If we are involved with a respect for individuals, as individuals, we can offer better services.

The schools should place a strong emphasis on programmes of free expression. The calibre of work in all sectors must be the highest possible calibre. The deaf must be concerned for others besides themselves. Children should be given much more variety, more options and choices in their methods especially in school. Not enough deaf individuals remain in school until graduation. There is a great need for highly trained people, especially in counselling the deaf.

PRESENTATION 3: Religious Ministry Presentations

Ontario Roman Catholic Mission to the Deaf
Father P. Monty.

Spiritual ministration means the search to serve men at their deepest spiritual needs in answer to fundamental questions common to all men, such as: "Why am I here on earth?"; "What is my destiny?"; "If my destiny is thwarted, and I am 'wounded' in the roots of my being, how can I be saved?" If people, and in particular our young deaf adults do not arrive through their education and interaction with their educators at these questions (or at least their substance) then, I fear, they will not even be ready to "hear" the Christian response. In such a case, we feel their education has failed at its deepest meaning, viz. to draw forth from the individual an inner resource for coping with life, not just materially, but coping as an interiorly integrated person.

Spiritual ministry, therefore, is concern for the whole person: there is no split between body and soul. A church's concern for ritual which is cut-off from life is, of course, meaningless. And so our involvement, as well as the Sunday worship service, must take us to the courtroom, to Children's Aid Services, into family-counselling, marriage-preparation courses, adult education, etc.

For purposes of convenience one could focus separately on several areas of concern according to the approximate age or time brackets:

- School-age
- Pre-marriage
- Young married
- Family area
- Old-aged

Committment:

While the Catholic Mission puts emphasis on the Sacramental system, attendance at Mass and Sunday worship as a sign of membership in a visible Christian community (in fulfillment of the Lord's injunction: "Do this in memory of me."), we are at present seeking to lay emphasis on our common brotherhood in Christ, Son of God and Saviour, with all members of the Christian family. I think today, more than ever before, those involved in the ministry feel the need for radical christian committment and such a committment is easily seen to transcend denominational boundaries.

Attitudinal Values:

Deaf people especially, need simple straight-forward guidelines. So many of our young deaf adults, and even older ones, become lost and confused under our system of a plurality of standards. Even forgetting for a moment the idea of a radical commitment, so many are disorientated in not having any solid inner standard. Hence it does little good to offer courses in adult education, spiritual retreats, etc., if the inner quest and self-direction is not there. This is reflected, by way of example, in the socio-economic and domestic arenas, where so often self-regulation is governed by a whim, by a trivial external circumstance or by misunderstanding. ("My boss got angry with me so I quit my job!") Through defect of experience in encountering positive attitudinal values and not having been taught previously to deal with similar situations, the person cops out or does not cope.

Doctrinal clarification, Scripture courses, moral counselling are important for spiritual ministration, but they better confront misplaced attitudinal values or they will fail. For example, try teaching or exhorting: "Seek first the Kingdom of God...." if the pervading ethic indicates that material or vocational success is the only really important educational goal. The very air you breathe will be working against you! If the religion program in the school is shunted aside as a thing of minor value, given token support, or just trotted out for display on special occasions, this attitude is quickly and nonverbally conveyed to the students. I believe young deaf persons are more dependent than hearing people on their "specialized" educators for acquiring a value-system. "You-teach-by-what-you-are-more-than-by-what-you-say" is particularly apt in this case. So that educators with strong spiritual roots and values leave their impression more markedly; similarly in the case of misplaced values and absence of any spiritual faith.

Looking Ahead:

Three educational goals for a spiritual ministry:
(not to be confined to the clergy!)

1. Ministry directed toward educators of the deaf that will help foster self-giving dedication, combining strong principles with broad vision.

2. Ministry of reconciliation and communication, seeking to bring awareness to the community-at-large: interchange on a personal level seeking to respond to the deepest needs of the deaf. The Church should be a catalyst for communication.
3. Ministry of teamwork. Christian ecumenical co-operation is essential today; likewise the involvement of adult deaf Christian leadership. We foresee, for example, the importance of christian "Live-in" situation for religious education. The christian family camp, leadership-retreat days, etc.

PRESENTER'S COMMENTS

FATHER MONTY: The realm of education is wider than simply that available in schools. The problem facing the Roman Catholic Mission of the Deaf was to define exactly their role and responsibilities. What is a priest to do when he is asked for advice by a family who has just heard that their child is deaf. He is a representative of his Church, he does not respect one institution more than another. However, it is of importance to facilitate communication. The main educational goal is one of reconciliation and communication. Thus he has two roles. On one level the role of communication of the Gospel. On a wider level the role of reconciling differences. He must assist the deaf person wounded by our failings or the failings of society and assist him in reaching his potential. It is not just a question of preaching but of helping society to accept him more appropriately. It is important to work as a team and not as an isolated individual. We have a lot in common, sons of God, brothers in Christ, bringing this witness to the deaf person. There should be more of a living in situation, a council working together to try and set a wider religious community, a weekend camp, a family camp, the adult and young deaf working together.

PARTICIPANTS' COMMENTS

PARTICIPANT 1: There is success in religious efforts. Sometimes it is not immediately apparent, but it shows up much later.

PARTICIPANT 2: I would like to ask one of the Ministers, perhaps Dr. Rumball, how a Minister is able to rationalize the concept that there is a Church for the Deaf, social groups for the deaf, a camp for the deaf, with the stated desire for integration of the deaf with the hearing.

DR. RUMBALL: The camps can have and do have hearing children included. This can also occur in the Church. Some deaf children are placed in homes with hearing children. Special needs must be recognized. It cannot all be integration at this time, but wherever integration is possible that should be the long range concept. In another sphere it would be very useful to have deaf teachers teaching deaf children.

PARTICIPANT 2: Would you suggest that there might be some benefit in hearing children being involved in schools for the deaf?

DR. RUMBALL: Yes. Some children have difficulties accepting their parents deafness. Such children might very well be involved in special programmes where they would see the common problems of deaf individuals and realise that the deaf are not always outsiders and there is something very special about them.

PARTICIPANT 1: Metro has tried an experiment over the past three years in which four and five year old hearing children are integrated with deaf children of three, four and five. It was more successful to have hearing children integrated with the deaf rather than the deaf integrated with the hearing. Deaf children in a whole class of hearing children withdrew from activities. The teachers did not know what steps to take. On the other hand, a teacher of the deaf is also trained in teaching a hearing person and knows what to do.

PARTICIPANT 2: The Ministry has agreed to project a fund at Queen's University in which the subjects are half hearing children and half deaf children. This project in the area of early play is underway at the present time.

PARTICIPANT 3: Perhaps the training programme for teachers of the deaf should be made available to other teachers who have a very limited knowledge of special education.

PRESENTATION 4: Adult Deaf Organizations Presentations

Ontario Council of the Deaf
Mr. Guy Lively

The Ontario Council of the Deaf is composed of all major associations of the deaf in Ontario. The active members have provincial, national and international connections. The O.C.D. is considered an umbrella organization and attempts to identify the needs and problems of the deaf and brings these concerns to the appropriate government and community organizations for action. The O.C.D. has responsibility for the deaf, but without authority to dictate and because of this, is in a very real sense the creature of our members organizations.

The Ontario Association of the Deaf is considered our spokesman where matters on education of the deaf is concerned, so this paper is to be considered secondary or in tandem with theirs.

It is not often considered that the raw material that the schools have to begin with can at times be thought of as impossible to educate. Some also can be classified as little monsters that take years and years of patience, understanding and enlightened teaching before they can be accepted into the normal stream of civilization. So we must give credit where credit is due, to the teachers and the Schools for the Deaf that turn out graduates that can compete in the life we lead today. That the schools do a marvelous job is conceded. However, it will also be conceded that nothing is perfection in itself and things can always be improved.

Some of the participants in this seminar are aware of the problems the deaf face. Some are not. So perhaps a short explanation would be good so that you all can see matters from a deaf person's point of view.

It is estimated that one in ten have a hearing deficiency ranging from the slightly deaf to the totally deaf. As the population of Ontario is about 7,700,000, percentage figures can be surprising. However, with the use of hearing aids, quite a few can be considered only hard of hearing people. There are an estimated 13,000 totally deaf in the province of Ontario.

These figures can be rather startling, but when considering sight and the number of people that wear eyeglasses to improve their vision, then these estimates will appear credible. Due to medical advancement, thereby enabling people to live longer, industrial noises and other factors, the average figures are increasing, not decreasing.

Deafness is an invisible handicap and because of this it is not recognized as a handicap. People that have a hearing impairment are not normal in one sense of the word as compared to people with normal hearing. Thus to some people, deafness can be a problem that is almost insurmountable, simply because they are in a situation where "they must run to keep in the same place and run twice as fast to move on".

What then is the true nature of the deafness handicap and its problems? Comparatively speaking, while blindness separates man from things, deafness separates man from man. So the deaf are not different than the hearing, but separated from them by the lack of normal communication. They have the same intelligence and competence, strengths and weakness, yet, because of an historic misconception that they are inferior, they are limited in their opportunities by society, business and education. Their hurdles are not part of their handicap, but imposed because of it. When signing the bill to establish the Rochester Institute for the Deaf, L.B. Johnson, at that time President of the United States, said in part, "Deafness is not and need not be regarded as the handicap that men thought of it in the past. Given the opportunity, the deaf can fill a wide array of useful positions in industry and professions throughout our society".

In the beginning, the hearing impaired were called deaf and dumb. Then it came to pass that it dawned on our educators that some of the deaf could be taught to speak, so the word dumb was dropped and we became "The Deaf".

The word "Deaf" does not include "Hard of Hearing". The hard of hearing can use hearing aids which can make them appear normal. However, the paternalistic and condescending attitude towards the deaf, the "can't" can't syndrome so to speak, is very much in evidence and the reason should be explained and considered.

When a child with normal hearing begins school his vocabulary is good. He has all the basics needed, picked up from playmates, family, radio, and T.V. This is not so with a deaf child. He starts at the beginning when he starts school. He does not even know the name of his father or mother or what school is meant to be. This, let us say, is a three to a six year handicap and if the so-called oral and lip-reading method is used and so-called speech has to be learned in addition to school work, this puts him back even further.

The number of methods used to teach the deaf are beginning to be unbelievable.

Education of the deaf began with the use of simple signs, then fingerspelling was added and used sometimes. It followed that parents hoping to have their deaf children appear normal, opted for the lip-reading or oral techniques, which has been in vogue for many years. Publicity regarding the oral method was so strong that there came into force a deplorable tendency, a wide spread belief that all deaf persons of normal intelligence can speak and lip-read and are retarded if they can't. Nothing could be further from the truth.

Finally, because so many deaf were leaving school functionally illiterate, it began to dawn on our educators and parents that perhaps the lip-reading method was not the ideal medium and proponents of Total Communication utilizing all methods possible, signs, finger-spelling, hearing aids, electronic systems, even integration, was adopted. So it seems that the deaf children are now in an ideal position to acquire an excellent education. We beg to differ, so let us explain.

Total Communication in itself is not a method. It is a way of making yourself understood. It is concerned with the ability to get ideas across. Total Communication in the classroom means adopting a method to fit the child and reaching each individual child on his own level. The idea seems perfection in itself, however, it has led to chaos in the classroom.

It is a fact that teachers of the deaf have a vested interest in their jobs. After many years teaching, the attitude of "I know best for you" is prevalent. Many resist change. Others have bastardized the whole idea of Total Communication and have become armed camps. To name some: There is the Ameslan Camp, Siglish Groups, Cued Speech Adherents, Manual English followers, Signing Essential English, Signing Exact English and the Linguistics of Visual English apostles.

We could continue ad infinitum, ad nauseum, but we think we have proved our point that followers of one system as completely opposed to any other system are not reaching the individual needs of a deaf student in class. As previously mentioned, the teachers have a vested interest in their jobs and must support the system they think best. This of course leads to another syndrome.

"The Pretend Syndrome" is explained as follows: The pupil pretends he is understanding the lessons and the teacher supporting any particular method pretends that the pupil understands the lessons.

Such being the case upon graduation, depending on the I.Q. of the graduate and the method used, reading ability on the average will be on the grade five level or under. This statement means that 30% to 50% of the deaf graduates will be functionally illiterate and 60% of the balance will be one-half. Participants will be used in the wrong sequence and correct English syntax is an impossibility.

An example is an excerpt from a letter ... "Would you like to give me fifty piece of finger-spelling? I meet good friend people. They wants to learn how finger-spelling." In correct English this letter would read ... "Would you please send me fifty alphabet cards. My friend would like to learn finger-spelling." Words such as "postdated", "integration" or "marital" can cause problems especially if a job application form is to be filled out.

It is proven fact that in Canada 95% of the deaf working populace are in the laborers class and only 5% have reached a professional level. Figuratively sneaking, the deaf populace then are "hewers of wood and drawers of water". The sad thing is that many deaf persons have above average I.Q.'s, but because they cannot communicate with a hearing person, are downgraded and disregarded.

The foregoing paragraphs concerning the education of the deaf should not be considered as an attack on the methods used to teach them. Rather they are inserted to emphasize the difficulties the schools have in educating the deaf child. As all children are individuals, one method of teaching may not fit the needs of one deaf child while it may do well for another. Thoreau puts this quite aptly when he said "If a man does not keep pace with his companions, perhaps he hears a different drummer. Let him step to the music he hears however measured or far away."

Somebody has said that the biggest handicap of the deaf man is the man with so-called "normal hearing". As noted previously, there is a deplorable tendency, a widespread belief, that all deaf persons of normal intelligence can speak and lip-read and are retarded if they can't. Nothing can be further from the truth. To understand lip-reading, one has to have a gift from God. Hearing people have remarked that they are hopeless with math or geography or history. Does it not occur to you that lip-reading can be a hopeless subject to some deaf? Speech can be a monotony of grays, difficult if not impossible for the man on the street to understand.

There is a new policy now in effect, that the teachers of the deaf in the Ontario Residential schools are to use finger-spelling where necessary in order that their instructions will be understood. Although it seems easy, some teachers are certain to have difficulty when learning to finger-spell and others will find it an impossibility to read the hands of others. Nevertheless it is now Government policy that finger-spelling must be used on occasion. So equate the teachers problems with finger-spelling and the deaf with speech and lip-reading, then all we can say is "Fair exchange is no robbery".

It should be pointed out that the Deaf have little to say concerning their own destiny. After all where speech is considered primary with key language development secondary, but more important, can effect anyone's future. Beginning with the school years, matters are decided for them. Another fact to consider is that the great majority attended residential schools. There everything was done for them and they were sheltered from the worries of an outside world. Methods are changing now and integration is better, but some people become so indoctrinated during their school years, they need assistance all their lives. Rev. Robert Bauer of Edmonton said "The deaf, in many ways like the Indians, had been taught not to question - just to accept". Hearing people have said "We know what you want and need, here it is".

Make no mistake, teaching methods are improving all the time. Which means better educated deaf, which means a more articulate deaf population able to make their opinions known, which means the schools can't win nor can the Ministry win because of the simple reason that the better the teachers instruct, the bigger the Achilles heel they make for themselves.

For many years except for school superintendents, the people in authority who make the decisions affecting the education of the deaf were faceless persons never seen by the deaf or the parents of the deaf. The Ministry is to be commended that this situation is now being corrected and officials are now meeting with the Deaf Community to hear their points of view. The Ministry and its advisors should also accept praise for holding this two day conference, but why let it end here? Will unilateral decisions continue to be made at a later date or will the Ministry listen to the people concerned? Is it necessary to have confrontations, letters to the editor, trial by newspapers and bitterness on the part of many? We think not.

Concerned friends and educators of the deaf have begun to realize a grave injustice has been done to us: That we are no longer helpless persons to be guided by the nose and fully able to make known our needs and desires. The George Brown Colleges now have an advisory council with three deaf persons on the board representing the Deaf Community. The Canadian Hearing Society has recognized this fact also when eight deaf members were elected to the board of directors and a deaf vice-president to the executive. So in other words "The I know best for you is final" syndrome has gone the way of the dodo.

We hope we have not exhausted your patience by repeating situations that many of seminar participants are familiar with, but we felt it was important that we put it all together, to get a clear picture that a voice is needed from both those for and of the deaf. The deaf may not be listened to, but at least they could be consulted. Why not then shouldn't the Ministry consider the information of an advisory council. The Council could consist of representatives of the deaf themselves, the parents of the deaf, the clergy, the teachers, the associations for the deaf and other members of the deaf community with the chairman being representative from the Ministry.

The Council would not be a Board of Governors with powers to dictate, but rather a council where pertinent matters which affect the deaf can be drawn to the attention of the Ministry for decision. Likewise programs the Ministry is considering would be put before the Council for discussion, advice or criticism. If this suggestion is adopted the disjointed efforts of the Deaf Community would become a family. The Council need not be top heavy, but let it include representatives concerned with the education and welfare of the deaf.

It is our plea. Let the deaf be heard. Are our voices in matters that affect our destiny to continue to be denied us? In our opinion the solution is simple. The answer is to form an advisory council to the Ministry of Education.

ONTARIO COUNCIL OF THE DEAF,
TORONTO, ONTARIO.
OCTOBER 16th, 17th, 1973.

PARTICIPANTS' COMMENTS

PARTICIPANT 1: It seems to have been established that the parents of a newly discovered deaf child need an unbiased source of information. Such a source does not appear to exist in the present system. This point needs to be more clearly defined. How can such an agency or media presentation be established for parents in the hope of unbiased information?

MR. G. LIVELY: Perhaps an advisory council could be established. This council should not be composed of employees from the schools. Independent people should be on it. The superintendents could set up a meeting of people interested in the welfare of the deaf. Representatives from the Ministry could sit on the council.

PARTICIPANT 2: Could not such a group talk things over and speak to the people who have been through the system and have been intimately concerned with it? They could list the advantages and disadvantages and present to the parents "This is what you could follow. This is here. This is there." and then let the parents judge for themselves. The Parents Council has a diversified list of information and tries to give unbiased information. You cannot force parents to accept ideas on total communication, etc. This is not the choice of schools, but definitely the choice of parents.

MR. G. LIVELY: Teachers have considerable influence on parents. Parents accept the status quo. "What is good enough for you is good enough for me."

PARTICIPANT 3: Parents should be given more opportunities to make the choice of schools. I do not see why this is not possible provided the province arranges to pay. If parents live in Toronto and feel strongly about the Visible English approach, that is what they want for their child. It seems that it is only the shuffling of money that prevents them from having this opportunity.

PARTICIPANT 4: While all agree on full parental information being presented, I do not feel it is realistic. Our school will suggest and explain viable alternatives in the provision of hearing aids. Still, parents wish school staff to give particular advice and in most cases to make the final choice. Lay people in the main expect specific advice as to courses of action from professional people. In most cases, we would rely on the advice of doctors, dentists ourselves.

PARTICIPANT 1: Returning to Participant 3's comments, I would like to point out that the philosophy of the schools is to have the child go home as often as possible.

PARTICIPANT 5: Regarding paragraph 2, page 6 of the presentation. There is a suggestion of autonomy, but until the student has developed, I doubt his ability to use freedom of choice.

MR. G. LIVELY: I mean that if a counsellor advises a child and the child goes through the school for years in the same trade, he ends up in that trade even if he has made a wrong choice. He may well end up being "A hewer of wood and drawer of water".

PARTICIPANT 5: Do you mean that an eight year old should be able to make his own choice of communication?

MR. G. LIVELY: I would not like to be in the position of giving a child incorrect guidance.

PARTICIPANT 2: I believe the reference is probably directed more to the older deaf. They are not consulted. The older student could probably be helped by the experience of the adult deaf.

MR. G. LIVELY: Once the adult deaf and also the older student is locked into a trade, it is hard to get out.

PARTICIPANT 6: Once the children are through the lower levels, could they not be counselled as the hearing children? Give them a choice of courses. I know of one boy who was taught vocational work in a barber shop but he did not want to become a barber. So he quit his job and the Canadian Hearing Society has to have him retrained because he never accepted being a barber. At 24 he is destroyed because he is in something he never wanted to be in.

PARTICIPANT 7: When I was young I was told that I should train in the laundry. I never accepted that for myself.

PARTICIPANT 5: It would seem acceptable if students in schools were to be consulted about the vocational programmes.

MR. G. LIVELY: I myself have been stuck in a trade all my life. I cannot get out of it.

PARTICIPANT 8: I would not like it to be thought that we just take students and say "You do this". A lot of time is spent going into a choice of vocations with students. Parents are consulted. With the credit system more and more time is being spent on thought about courses and choices.

MR. G. LIVELY: Do you have any counsellors who decide?

PARTICIPANT 9: We are moving into the area of guidance. The schools have staff whose job it is to explain to the students the options: Gallaudet, George Brown, special programmes, situations that may become available through the Canadian Hearing Society. At Belleville there is a teacher-counsellor-social worker whose whole job is to go to the home of children of any age and discuss any kinds of school problems with parents. Sometimes the visits take place at weekend and holidays so that the students can be there. Students are having to decide younger and it is a real problem when they want to change their minds after two or three years. It is not necessarily valid to say that because a student took this course and was employed in a different one, that the trade course did not train him in terms of ability to take instruction, the ability to be a good worker.

MR. G. LIVELY: What happens to the deaf student who makes 85¢ an hour?

PARTICIPANT 9: In situations such as that there is definitely something wrong.

PARTICIPANT 4: O.S.E., Milton spends a good deal of time on on-the-job training. Girls obtain practical experience at the Milton District Hospital and Centennial Manor, etc. Boys obtain experience with local firms.

MR. G. LIVELY: What of the girl who would like to turn to accounting, but cannot read the textbooks or wishes to take typing, but has no hope of learning to type?

PRESENTATION 4: Adult Deaf Organizations Presentations

Ontario Association of the Deaf
Miss Flora Clark
Mr. Gordon Ryan

First of all, permit us to say how pleased we are to address you today. As deaf people, we seek opportunity to present our views to as many groups as possible in the hope that through better communication we will create an atmosphere of better understanding and increased co-operation on all sides. When Neil Armstrong first set foot on the moon he said "It is one small step for me, but a vast step for mankind". This conference will, we hope, be that one small step in the education of the deaf of this province which will prove to be the vast step into the future of improvements in that same education.

In 1886 the Ontario Association of the Deaf was founded by graduates of the Ontario School at Belleville. They had the great vision of providing a means whereby the more responsible deaf might help their less fortunate brothers and sisters to a better life. The struggle has been long and often dark. We have had our allies and also our enemies. Most often we have met with indifference. We have never asked much. A place to stand in a province that is said to be a place to stand. We pay our taxes in the same proportion as do hearing people. Like them, we vote for our members to the Provincial Legislature. There are rather more than 13,000 deaf adults in this province. We feel that we have the same right as do others to have our viewpoints honoured and our chosen representatives respected. Now as requested, we present our concept of the manner in which the deaf of this Province should be educated.

Our Association has, since 1886, been in firm support of the thesis that all available means to educate the deaf should be used. We feel that single methods are inadequate to reach every child. Of course we tend to endorse the use of fingerspelling and/or other manual means of communication to support and round out the use of speech, lipreading and writing. We also request that more use be made of graduates as advised on page 66 (Section Children and Youth, paragraph C) of the Advisory Handbook on Special Education. And further to this advisory recommendation, we request that deaf adults not be limited to planning and/or advisory committees, but that those who show interest in, ability for teaching and acceptable personal qualities, be trained and hired as teachers, counsellors and support staff in the various branches of education and para-education provided for the deaf. We realize that first steps have already been taken in this direction and are pleased, but we feel that it should be an established policy, and not a token display.

Having read the Ministry of Education's presentation prior to forming our own ten-point expanded discussion, we feel it would better serve this Conference to dispense with our discussion and comment upon the Ministry's presentation. It is very well thought out and provides, on paper at least, a reasonable guideline for immediate implementation. We hope you will most certainly abide by your decision to include adult deaf, furnished with unbiased interpreters, on your Superintendent's Council. You will be providing yourselves with a possible source of a contact with the end-product of your years of educative effort and will have available a means of explaining the extent, scope and limitations of your efforts to the deaf community at large.

The general aims seem fairly reasonable in theory and if practiced as stated with consistency should bear some fruit. However, we question the paragraph beginning "The aim must be to develop language and more language ---". We realize that the development of language in the hearing child is presently undergoing a thorough theoretical revision and although we ourselves are not teachers, we have long felt that "Straight English for the Deaf" is one of the causes of the language problem. It is not, pardon us, Canajen, eh? However, we feel that with more intensive pre-school work with the family and child, a great deal of this problem can be alleviated. We feel that shopwork should not too hastily be downgraded unless there is no other way to handle the budget. There will always be a proportion of deaf so situated either by physical and mental endowment or by the exigencies of their family environment that they will have no means of learning a trade, save at the schools. It will, perhaps, be possible to arrange for senior students to be moved from one to the other of the schools where there might be opportunity for the student to learn a trade. We are actually thinking of students from Regions 1, 2 and 3 who will likely continue to have fewer opportunities than those whose homes are in more populous centres with wider choices and better facilities.

The aims for the pre-school deaf are rather good on paper, but we feel again that there is some hidden inadequacy present. Perhaps we should mention here, that besides the deaf, there are in this province other groups which are educationally disadvantaged. Again these are Regions 1, 2 and 3 where the problem is augmented by the fact that the larger linguistic groups are French and Cree speaking families and not English. To be prepared for Residential school the child must be acquainted with English.

The Ministry's aims for primary, intermediate and senior students are reasonable, on paper. They should be firmly enforced as stated and teachers and counsellors given every encouragement to instil a thirst for higher achievement. We would appreciate a close watch being kept on student - school - family inter-action and every effort should be encouraged to draw out the personal feelings of the student so that correct social and moral attitudes can be nurtured at every stage.

We have read the communication policy of the Schools for the Deaf and, though we feel that it might have been a trifle more enthusiastic in the area of promoting finger-spelling among the parents, we are fully cognizant of the difficulties encountered in large institutions when changes must be made in established procedures. We would like at this point to suggest a course in Manual Communication in conjunction with Senior Literature as an aid to creating cultural awareness and understanding of the possibilities for personal satisfaction and public pleasure in our vast stores of story, poetry and drama. Please do not misjudge us. We are not critical of the educators per se, many of whom are really great people. It is our earnest desire that any and all deaf receive the very best when and where possible and not be left uninformed, misinformed or locked out of those very processes that are intended to benefit their lives.

Of their lives after school when the deaf take their place with their fellowman, we need speak but little. The community at large is often willing to provide help to the handicapped at every opportunity. There are many citizens with that grace from God which bids them help their fellowman. Free of charge. But they need a source to turn to for unbiased information of the factual sort. Not the idle vaporings that one is faced with on the radio from time to time, much of which does not enhance the self-worth and natural independence of the deaf person. We are in favour of community involvement on Boards of Governors of Schools for the Deaf as projected in New Dimensions of December, 1971, Section (1), paragraph (b), page 5 and as a matter of curiosity we wonder why such a Board has never been constituted and why no mention was made of such a board in the Ministry's presentation. A fine and immediately available project for every community in this Province is to prepare reception committees for the Hearing Screening van. The deaf are not all willing to get involved with the general community, but most are both willing and capable and it ought to be perfectly clear to families and friends that the deaf should be accepted at the same social level as their family and also given the opportunity to improve their social status if they so desire. If the Kennedys can admit to having a retarded child, so can Canadian families admit to having a deaf child. All ... have come short of the glory of God, so why hide it?

Why suffer in silence, why go it alone? Community life begins at the family level and the deaf will better fit in if they are encouraged to participate and the community is not misled into thinking that intelligent deaf can all lipread and only retarded deaf cannot lipread.

In the matter of Workshops and Seminars we would like to point out all the major workshops and seminars on deafness to date, in this province at least, were given their impetus through the unceasing labour of involved and committed members of our Association. We are therefore deeply interested in maintaining an on-going series of workshops and seminars in every area of hearing problems. We suggest that the discussions and findings of such workshops and seminars be carefully documented and made generally available. Possibly through public libraries. And at least, through lists in Government publications. There is certainly no need for a policy of secrecy and professional seclusion in handling the problems of the hearing impaired. No need to tiptoe and whisper in the presence of the deaf.

We will now turn our attention to the matter of post elementary education, since - as is well-known, the present education of the deaf stops at the last level of attainment available or the age of twenty-one, whichever comes first. It is said by various critics to be somewhat below the Grade 5 level. Nevertheless, some attempt is being made, mostly at the instigation of the deaf themselves with the assistance of concerned parents, to provide an equal secondary school education. A few tentative steps have been taken in this direction. We assume the George Brown College was a little over-enthusiastic in its presentation, but that is acceptable since in this province, any organized secondary school level for the deaf is an entirely new species of animal. We hope the projects in various other community colleges will be improved and advanced, especially in the less populous areas. We also hope that the Ministry is prepared to give full and positive consideration to establishing a University-level program for the deaf and hard-of-hearing which will include interpreters with the ability to handle everything from Analects to Zoology. Since the Ministry saw fit not to include any mention of higher education or teacher-training we may be permitted to assume, quite naturally, that the Ministry intends to maintain an intransigent stance in this area or, perhaps, assumes that all the deaf of any ability will go to Gallaudet and, since the Commission on Post-Secondary Education in Ontario Failed to achieve professional acceptance of the degrees of graduates of most colleges and universities outside of Canada, the Ministry perhaps feels the deaf do not have the chance of a snow flake in Hades in this area and should stop asking. We will continue to ask. We realize that mountains, aside from an act of God, can only be removed a stone at a time. We will proceed to remove those stones.

Having touched upon the most general areas of education for the majority of deaf, let us now turn to the minority of deaf, namely, those who suffer from additional handicaps. Others perhaps, have fuller understanding of this problem, and we know that a class for the blind-deaf has been started at Brantford and classes for the disturbed or retarded deaf are at least in existence. But what is planned for deaf who are cerebral palsied or on crutches? They often have minds as good as others. What is planned for them? We hope not merely Sheltered Workshops, but a full course of education according to the General aims of the Ministry.

As to the Hard-of-Hearing and the various day schools, we have little knowledge. We feel that those who can use a hearing-aid to advantage should go to a regular school. Since, according to Dr. John Gilbert, a hearing aid is a source of probable hearing loss through noise pollution, we feel that many of these students will need eventually to enter a deaf program. But they should be given every chance to attend a regular class provided they understand speech and provided their parents and teachers are not using the "Pretend syndrome" as Mr. Lively so aptly names it.

And now, ladies and gentlemen, we thank you for bearing with us thus far. We are not experts in any system of teaching and educating the deaf. We are only experienced in being the end-product of the system in use in this province since 1935. Some of us have, by chance, been better endowed in one talent or the other. The same is true of hearing people. But we would prefer that we were so educated that we might better use what talents we have. To the Glory of God, for the welfare of the state or for our own personal satisfaction.

PARTICIPANTS COMMENTS

PARTICIPANT 1: It is good to hear at this conference from people who are actually deaf and know the problem first-hand. The rest of us are concerned either through our jobs or positions or being parents. We try in every way to understand the problem of deafness, but only approximate in understanding. We should listen very carefully and consider very carefully what the deaf individuals have to say.

PARTICIPANT 2: Regarding your reference on page 3 to the communication policy of the schools not being more enthusiastic in finger-spelling. It should be clearly recognized that the right of a parent carries considerable weight in selecting which school his child should attend. Although our communication policy has the prime goal of introducing Visible English, we have to leave the option of the parent objecting to this emphasis. If the introduction of finger-spelling is acceptable to the adult deaf community, the Ministry could use their support in encouraging a concentration on the use of Visible English.

MISS F. CLARK: Parents do not get enough information regarding the kind of class the child takes, programmes available for the deaf, etc. When parents find they have a deaf child they are paralyzed by the complete disaster before them. They know only how to communicate through speech and cannot see beyond this fact. They cannot envision a mode of communication on a daily basis except through speech.

PARTICIPANT 3: Special education for all special children is currently being given every consideration by the Ministry of Education. Task forces and committees are meeting regularly to study what the needs are and how we can meet them.

You refer on page 3 of your presentation to an article in New Dimensions. The Ministry is concerned about the directions they should take in special education. The position paper in New Dimensions was written to draw reactions from the province. The point suggested in the paper did not indicate that the Ministry intended to proceed in that direction. The matter of a board of governors for schools for the deaf was one with which many did not entirely agree, but it was placed in the paper as an alternative for reaction. Those who reacted to that point thought that such a method could very well be a retrograde step in our aims and objectives for the deaf. Dr. Demeza has laboured for years to try to reduce the isolation of O.S.D., Belleville and move the school closer to the educational system of this province.

In recent years individuals from the Ministry have visited other jurisdictions throughout the province. The schools have been set up as resource centers. Many schools are now visited at the request of local educators for assistance in planning and establishing programmes.

PARTICIPANT 4: Miss Clark and Mr. Ryall have not really experienced profound deafness from birth and neither is the child of a deaf parent. It has taken them many years to bring them to the point of knowledge they now possess. Today we have hearing aids and electronic machinery which we did not have at all when Flora and Gordon were growing up. It is a different world in many respects. Some parents are so emotional over the oral aspect of education that they refuse to allow their children to speech-read or anything else but put on these gadgets. Some will be successful, but they will have to find out for themselves. The parents and children will have to live through the experience themselves.

PARTICIPANT 5: I am pleased to note in Mr. Ryall and Miss Clark's presentation the stress on the need for parents of very young children to be involved. Whatever method of communication is used whether oral, Visible English, or total communication, I am sure you will all agree that much depends on the earliest possible beginnings in the life of the child. The use of Visible English recognizes this need for early stimulation.

I am also pleased to note that your presentation recognized the difficulties of schools which serve the remoter regions.

PARTICIPANT 6: I do not agree with the remark that there are certain things the parents are going to have to go through. Parents can make decisions despite their own emotional upsets. Objective information to make people understand their children is not available. I hope we can develop this information so that the parents will have an objective picture.

PARTICIPANT 1: There are three persons at this conference who have been through the shock of finding their child is deaf. Parents must do their best with no knowledge, no personal experience. They must follow first the recommendations of the doctors and later the recommendations of the educators. If they say it would not be in the interest of our child to learn finger-spelling or signs, then we follow blindly because the first concern is for the child and how well he can be educated.

PARTICIPANT 7: Most of the young parents today are listening to the experienced older parents who have children who have gone on to graduate. Many today do not blindly follow any one methodology. They are more openminded about methodologies. The Ottawa Parents group does not try to persuade parents to relinquish any ideology. We try to offer as much information and guidance as possible.

PARTICIPANT 8: I would like to point out that George Brown College is prepared to give equal opportunity to deaf persons in the area of staffing.

PRESENTATION 5: Canadian Hearing Society Presentation
Mr. R. Armstrong

INTRODUCTION

The Canadian Hearing Society has on its board of Directors, representatives from many association/ organizations of and for the hearing-impaired. These organizations have varying philosophies and objectives. The CHS therefore, cannot present a position, which would, in all parts, have unanimous approval of all its members. This paper represents the thinking of the Executive Director and staff supervisors and has received the general approval of the Executive Committee.

AIMS AND OBJECTIVES

In any discussion concerning the education of the deaf, one, but only one topic would be methodology. For the purpose of this paper methodology will not be discussed, but other equally important topics will be presented.

The aims and objectives are listed below in point form. Each topic will be expanded upon further in the paper. For the purpose of definition, the total community includes the profound deaf, hard-of-hearing, individuals and organizations working with the hearing-impaired.

- I. Education of the total community.
- II. Involvement of the deaf in the decision making process which affects their future.
- III. Increased and continuing audiological testing and screening.
- IV. Provision of optimum hearing-aids to all who require them.
- V. The social integration of the hearing-impaired.
- VI. Common and consistent opportunities for the hearing-impaired throughout Ontario.

I. EDUCATION OF THE TOTAL COMMUNITY

- A) The general public must be educated in order that they may better understand the severity of the handicap deafness represents and an acceptance of the hearing-handicapped as equals.

- B) Education of parents to recognize the symptoms of a hearing impairment.
 - C) Education of teachers and educators to recognize the symptoms of hearing impairment.
 - D) Education of hearing children in all schools as to the problems and awareness of the hearing-impaired.
2. The hard-of-hearing need to be educated.
- A) Older individuals need to be able to recognize the symptoms of a loss of hearing and be able to adjust accordingly.
 - B) All need to be taught the benefits and problems of hearing aids and counselled in the proper use of same.
 - C) All need to learn how to minimize their hearing disadvantage in a social setting and how to maximize what hearing they have in conjunction with a proper hearing aid.
3. The profoundly deaf need to be given every opportunity to develop their full potential. This means a continuous education program from infancy to old age.
- A) The pre-school period represents the critical years of the development of communicative skills. Disadvantaged children and especially the deaf, often begin school with little hope of ever "catching up" to their peers. Every community must have trained personnel to assist the parents of deaf children toward the development of an effective pattern of communication within their home. To be effective this should commence at the earliest possible stage of detection and development. Training at this stage is likely best to be in the home or at least in small groups. Support personnel should liaison with the schools in order that adequate preparation may be made and the parents may, from the beginning, play a major part in the formal education of their children.

The Provincial Schools for the Deaf are to be commended for their teacher home visiting program. We believe this is a step in the right direction and hope that the program will be expanded.

- B) We may leave the discussion of formal education, i.e. primary and secondary, vocational and post-secondary to those better qualified to speak in these areas. The CHS would urge that all of the above be directed toward preparing the deaf for employment in meaningful and gainful employment. Past history has shown the deaf to be often underemployed or unemployed. The suggestion we would make is for more opportunities in pre-apprentice or pre-vocational adjustment programs. This would require the assistance and co-operation of the various unions with regard to the establishment of educational programmes within their own ranks and supplemented by school programmes on union and management relations.
- C) Graduates of secondary, or post-secondary schools must be offered a continued educational program. Serious consideration should be given toward further development of support services for the deaf related to evening and/or part-time courses.
- D) Continuing academic assessment and vocational counselling should be available to every community of any size in Ontario. This would require qualified personnel to assist the hearing-handicapped.

II. INVOLVEMENT OF THE DEAF IN THE DECISION MAKING PROCESSES WHICH AFFECT THEIR FUTURE.

- A) Every area of endeavour to aid the deaf should involve the deaf themselves, in a leadership or advisory capacity. The CHS is committed to this principle.
- B) Efforts should be made toward total community interaction. There should be a parent-child-teacher-social agency co-operation and involvement. The CHS Parent-Child Guidance Committee is applying itself toward this goal.
- C) The knowledge of recent deaf graduates should be "tapped" in order to evaluate the existing programmes and be able to offer suggestions and/or constructive criticism based upon their post-graduate experience.

III. CONTINUING AUDIOLOGICAL TESTING AND SCREENING

While this may appear to be a medical, rather than an educational responsibility, the two cannot be separated. Unless a hearing loss is detected early and receives the best possible treatment, the individual's education will also be impaired. "Whether the habilitation will be through auditory or oral or manual language training, the earlier it is begun the more effective it will be."

- 1.A) Early infancy "high risk registry" should be established and followed up at regular intervals with hearing evaluations. (As outlined in an article by Marion P. Downs, M.A., Henry K. Silver, M.D., in the Clinical Pediatrics, Vol. II, No. 10, October 1972.)
- B) Early detection and diagnosis should not be regarded as a privilege for the few who happen to be highly motivated or located where facilities are available. Mobile audiological vans would appear to be the best answer for remote areas of the province.
- C) To maximize educational opportunities, early remedial action must be taken. The hearing-impaired child must be provided with optimum amplification and regular audiological assessment.
- D) School Age: In all schools for the deaf qualified audiologists should be employed to guarantee the best possible service. The goal must be optimum amplification for all. In regular schools there should be periodic testing and screening for all children with appropriate referral for more detailed assessment and remedial action.
- 2.A) It must be stressed that testing, screening and remedial action will never maximize educational opportunity without qualified counselling in each step of the process. Furthermore, best results will occur only when the family is involved in the counselling and an associated educational program.

IV. PROVISION OF OPTIMUM AIDS WHERE REQUIRED

On Wednesday, August 8th, 1973 an editorial in the Toronto Star made reference to Saskatchewan's legislation on hearing aids and early detection, and called for the provision of acceptable hearing-aids within the context of a government medical plan. Whatever steps are taken, the principle must be clear that no person in Ontario should, by force or circumstance, be unable to acquire whatever support, prosthetic, or otherwise which will permit him to maximize his or her potential.

V. THE SOCIAL INTEGRATION OF THE HEARING-IMPAIRED

The principle educational objective must be to create in the hearing-impaired an ability to function fully in all dimensions of normal living. This will mean that we must strive to create independence and responsibility.

1. Residential Schools: have been performing a real service to the deaf. However, we are compelled to acknowledge certain possible disadvantages in separating the child from family and friends. An attitude of dependence upon an artificial, secure, social structure; and isolation from the fabric of normal social interaction. Every effort should be made, despite the problems, to involve parents in school activities and to foster activities and integration between deaf and hearing children.

We believe that maximum integration at the school level will also lead to a greater acceptance and understanding of the problems related to deafness as well as destroy the existing myths and misconceptions regarding the deaf.

2. Local schools: Where practical, deaf children should attend regular schools. We approve of this principle and urge that all reasonable steps be taken to keep the child in his own home environment and to provide the family with all possible support, both in and out of school. We believe that the government should place a special emphasis (and greatly increased dollar outlay) upon support services for the deaf and other disadvantaged children, in all school boards.

VI. COMMON AND CONSISTENT OPPORTUNITY FOR THE HEARING-IMPAIRED THROUGHOUT ONTARIO.

1. Everyone acknowledges that this is a good idea in principle, but deaf children in remote areas clearly do not have available to them the benefits of major metropolitan areas such as Toronto. The theory deserves application in all the areas of concern previously mentioned.
2. The CHS recognizes that enormous strides need to be taken and that we are involved in a common cause. All groups represented here, in addition to other Ministries, are responsible. Each must accept his share of responsibility for past shortcomings and his share of future commitment and involvement. We pledge our readiness to plan and work together and hope that all concerned will join together in enthusiasm for what can and must be achieved.

SUMMARY

The basic objective in an educational system should be to provide the individual with the necessary knowledge and skills that will enable him/her to integrate and function in society. We believe that any discussion regarding education of the deaf must include early detection, public education and proper counselling at all levels.

*** Early detection plays a major role in education. The hearing-impaired child faces a serious disadvantage on commencing a school program. The later the hearing loss is detected, the greater the education of the child is likely to suffer. While his/her peer group has already received the basic requirements for induction into the educational system, namely, the vital stimulus of communication, the hearing impaired child starts at a distinct disadvantage. Therefore, an adequate provincial, early detection program, is required if the individual is to maximize his learning potential.

Another problem is the child with a severe to moderate hearing loss already in a school system. This child is often mistaken as a "Slow Learner", "obstinate" or in some cases, "mentally retarded". While teachers, professionals and parents are able to recognize and are on the alert for other handicaps, e.g. vision, perception, etc., they should also be taught how to recognize the symptoms of a hearing loss and how they are manifested.

*** As the deaf and hard-of-hearing must function in our "rapid-communication" orientated society, the earlier an integrated educational program is instituted, the better the hearing handicapped will be able to adapt and function in a hearing world.

*** The general public and professional groups must be educated to understand and appreciate the limitations as well as the potential of the deaf. They must be made aware of the deaf community and problems therein. What will be the good of training skilled and academically qualified deaf individuals if prospective employers do not consider the deaf as productive employees?

*** No one appreciates and understands the problems of the deaf better than the deaf. Therefore, graduates of the system must be involved in a continuing assessment of the system and facilities.

*** Common and consistent opportunities for the hearing-impaired must be available throughout Ontario. This statement needs little explaining other than "consistent opportunities" would include early detection, education, counselling and employment.

PRESENTER'S COMMENTS

MR. R. ARMSTRONG: It was not possible to assemble a meeting of the board of the Canadian Hearing Society before preparation of this paper began. Those who worked on this paper are Mr. Herb Montgomery, Placement Supervisor, Mr. Earl MacKenzie, Supervisor of Audiological Services, Mr. David White, Information Officer and Miss Inga Moreland, Information Officer.

Equal opportunity for all persons in the province is one of our key points. The Ministry of Education has been able to honour this philosophy in the area of deafness to some extent. A second key point is a stress on the need for multi-discipline or multi-agency approaches. A third is the need for support services in every community to assist the hearing-impaired from birth, or even before birth, to death. A fourth key point is that the deaf and the parents of the deaf must be involved in decision making at all levels. Sudbury is a good example of what is being done now educationally for the deaf, particularly for the hard-of-hearing.

There must be opportunities for the French speaking deaf of our province. Our French speaking fellow-citizens must be able to receive adequate assistance in the areas of hearing-aids and vocational opportunities. The appropriate responsible agency in areas traditionally not under education must be decided. Individuals should not be required to move to obtain adequate pre-school facilities for their children. While some boards of education provide facilities and others do not, there is not equal opportunity.

There is a great need for sheltered workshops and halfway houses.

PARTICIPANTS' COMMENTS

PARTICIPANT 1: Areas such as the provision of sheltered workshops and halfway houses do not fall under the jurisdiction of the Ministry of Education.

MR. ARMSTRONG: Is the provision of such facilities the responsibility of Community and Social Services or the responsibility of a local Community Social Assistance programme? This is a critical question in the multi-discipline approach. We must also pay attention to the older person who becomes hard-of-hearing or deaf. We must pay attention to the increasing problem of noise pollution. A principle problem is obtaining hearing-aids for persons who are incapacitated as far as their jobs are concerned. These persons may not be on welfare, but they need help. Where might one obtain a good speech-reading course? How can we best approach through a multi-disciplinary system early drug remedial action? There is a need for educational programmes with a community residence and professional or para-professional individuals upon whom parents and others can call. The home-visiting programme operated by the Provincial Schools is a much needed programme. However, people should be able to receive counselling when they want it and when they feel the need for it. An occasional home-visiting service does not provide this immediacy of assistance. There is a need for one person to be available at all times to assist parents and children, etc. A principle request is that there be an organizational structure, a representative body, supplemented with representatives from Ministries and the Federal Governments and the medical profession. There should be an ombudsman. There should be periodic workshops. There should be working multi-discipline committees to examine problems and make recommendations. Some consider this the function of the Canadian Hearing Society and it is to some extent. However, the Canadian Hearing Society does not have the primary authority or the funds to provide this kind of an organization. We would like to call upon the Ministry to act as catalyst in this area.

PARTICIPANT 2: Is it possible to set up committees that have power to take action across Ministries?

PARTICIPANT 1: It is possible to set up inter-ministerial committees and a number have been set up at the present time. They have the power of recommending proposals to the Government. One example is the present Ministry of Education, Ministry of Health, Ministry of Social Services committee meeting on the needs of emotionally disturbed deaf children. Such a committee does not have the power to act, but has the power to propose plans.

PARTICIPANT 3: What happens to the graduates of the various schools of the deaf who are in an unemployable category?

MR. R. ARMSTRONG: We would want to assume a responsibility for attempting to cater to that person in terms of sheltered workshops. There is also a desperate need for halfway houses. There is a special need for social growth and growth through incidental learning in a community situated facility. Reverend Rumball has submitted plans for recreational facilities to the Charitable Institutions Branch. The Vocational Rehabilitation Branch is very concerned with knowing the vocational needs of such individuals. It would help if the Canadian Hearing Society were able to work more closely with the schools for the deaf in identifying the number of people coming out of the schools who are not going on to further education and are not going to be placed. It is very difficult for those in the Canadian Hearing Society to fully understand the many organizations, parent groups and other groups due to their diversity. There should be one group relating to the social needs of the deaf. Perhaps the Canadian Hearing Society could take on that task.

PARTICIPANT 4: Does the Canadian Hearing Society suggest that one of the primary roles of the schools should be to train for vocational needs?

MR. R. ARMSTRONG: The vocational needs we see for the deaf begin at a very early stage. These needs may relate to other than educational authorities, audiological, medical, etc. However, all must be considered together.

PARTICIPANT 1: Earlier it was said that too much emphasis is placed on the schools by vocational training. What emphasis should the secondary schools within Metro or the Province be placing on vocational education?

MR. R. ARMSTRONG: The provincial schools have spent a lot of time and money responding to an apparent need to equip students with at least basic skills so that they might enter work directly upon leaving the school. In the view of the people here, should we continue or re-examine our position?

PARTICIPANT 4: Should schools emphasize vocational training or emphasize language more?

PARTICIPANT 5: First of all the language, then the academic.

MR. R. ARMSTRONG: I hesitate to say we are facing something that is unique to the deaf. The job opportunity situation is changing for the total population. Everyone would agree that our primary responsibility has to be the development of the whole field of communication and language. A large part of the reason why the deaf have not been employed in the upper echelon type of job is simply deficiency in language and not deficiency in skill. Vocational training is very useful, but it is better to develop total academic and communications skills rather than to develop one specific skill. After the development of academic and communications skills, the individual may go on to community college.

PARTICIPANT 6: Parents have expressed concern to me that the concept of the London School does not include vocational training.

PARTICIPANT 7: These schools for the deaf may be duplicating programmes offered at George Brown College. However, I was surprised that the Reich study indicated that the jobs the deaf were in do not correspond to the jobs which they were trained for.

PARTICIPANT 8: General vocational training is preferable to training in one specific trade. Vocational training is one area where students may be more successfully integrated.

PARTICIPANT 9: It is my experience that the majority of persons trained in a specific area will go into that area, stay in that area and end up in lucrative positions.

PARTICIPANT 10: The Provincial Schools should endeavour to create a closer liaison with industry so that they might channel more vocational students into programmes where they might go directly into job training. Training which is not relative could be de-emphasized in the schools.

PARTICIPANT 11: It is safe to say that we believe in on-the-job training and make considerable effort in that regard.

PARTICIPANT 12: There is some concern about certain programmes. One area of concern is whether there is still reasonable replacement in woodworking. We are discussing whether the various skills taught in our school are directly applicable to employment.

PARTICIPANT 13: It has been a matter of concern at the Belleville school as to whether vocations being taught at the present time are still valid in today's society. Is there sufficient generality in our training or should certain programmes be abandoned? The advice of the placement officers of the Canadian Hearing Society and other vocational advisors is constantly sought in this matter.

PARTICIPANT 13: The figures given in our report are closely related to situations for hearing graduates.

PARTICIPANT 1: It is generally agreed that there is a need to do more in the development of language. The deaf say so. Our own staff say so. However, something must go if language is to be emphasized. If the vocational programmes are minimized, then language might be maximized.

PARTICIPANT 14: In the Metro programme there is no vocational training. Vocationally oriented students go to Parkway Secondary School for boys or Hayden Park for girls. The ability of these youngsters to get jobs is tremendous. In this group are those of lower academic calibre including those deafened due to epidemics of rubella.

PARTICIPANT 15: Some youngsters may be motivated by the possibility of vocational training just in order to have a break from the academic. This might be a reason to carry on with vocational training. Is there any record of the people who have been placed in employment?

PARTICIPANT 9: There is no record related to training and eventual placement. The students are, however, placed in the trade for which they have been trained.

PARTICIPANT 15: This would indicate that classes should be kept on rather than re-streaming them.

PARTICIPANT 1: For some students vocational training will always be necessary. The point is whether we should continue to have our present emphasis or otherwise. One thing regarding the Reich study which concerns me is that while adult deaf were asked employment questions, the situation was not explored with the placement people. There may be other aspects that need to be studied before any great conclusions are drawn.

MR. R. ARMSTRONG: The people at the Canadian Hearing Society are very impressed with the work being done in Provincial Schools. If we are going to talk about emphasis, we should trust the people who are re-evaluating the situation.

PARTICIPANT 6: References to the Reich study indicate problems in that if we continue our present vocational training and our students enter vocational fields, they will have no advantages. In the future people will have to be re-trained at least three times. The only possibility of being re-trained easily is to have sufficient academic knowledge to go to a community college.

PARTICIPANT 8: Vocational Training is not simply training for manual skill. It is in part an extension of language opportunity. Whatever the subject of instruction, there will be motivation for learning language. Only a very small group of the deaf can approximate the academic qualifications of hearing people. Parents would love to feel that their deaf children would have the same qualifications as hearing children, but most deaf people are going to be on a "bread and butter" level. There must be something for those who cannot take a purely academic course. They must be equipped to face the world.

PARTICIPANT 13: There seems to be quite a high percentage of the deaf in clerical vocations.

PARTICIPANT 15: There is nothing wrong with the deaf having to be trained at some time. Hearing people do this due to differences in technology. Why should there be a difference in the deaf?

PARTICIPANT 12: It is more difficult for the deaf to be re-trained in a hearing setting. Perhaps it is necessary to have available resource people to assist employers in re-training their employees.

PARTICIPANT 1: The reason an individual gets behind in his level, is that there is no one supervisor to take the time to prepare them for the next level. There seems to be a need for some career counselling, career follow-up, so that someone sits down and assesses the ability of a worker and helps him move to another level.

PARTICIPANT 6: Do the deaf change employers in order to gain advancement or do they remain with the same employer?

PARTICIPANT 11: I would like to point out that Sheridan Community College offers night school courses through the facilities at the Ontario School for the Deaf, Milton.

PRESENTATION 6: Ontario Parent's Council
Mr. A. Tanner

The members of our Council have asked us to express their deep interest in this Conference between the Minister of Education and those who work with, and represent, the hearing handicapped in this Province. The fact that the Minister is seeking the help and opinions of the parents of the hearing handicapped and those interested in their education and working welfare is of the utmost importance. This rapport we find most encouraging and we hope that our Council may provide some ideas which will be practical and helpful.

The Council members represent both the deaf and hard-of-hearing children in 12 major centres in Ontario. It is no secret that there is a variety of feeling in regard to the various methods used to teach the hearing handicapped children in Ontario. Certainly this divergent feeling has been fed by the experts who endeavour to persuade the parents that their particular method is the answer to the educational problems of their children. We have no quarrel with these experts, each of whom can bring supporting proof to witness that their method of teaching is doing a good job for the children in their care. We say wonderful! If the children are making good progress because of hearing aids only, lip reading only, oral only, combined method only, or from total communication, this is all most desirable. What we do protest against, however, is all of the children, in spite of their degree of handicap, being molded to one method. The consensus of our members is that the methodology should be molded to fit the child. No avenue of education should be closed to the child. If the child is failing in one system, then by all means try another system. The child should not be left in a class falling further and further behind until it is too late to help him or her. It is to everyone's advantage to have an honest assessment of the child's real progress. No one gains if progress is shown where none exists. When we see the number of students who graduate from our schools for the hearing handicapped with poor academic standing, despite the longer time they are exposed to the educational process, we have to believe that there is something wrong with our present system. In general the feeling of the Council is that no method or avenue of education should be denied to the hearing handicapped child whether they sit in schools for the deaf or in the classes for hard-of-hearing provided by local school boards.

Now to be more specific on some avenues of education that the Council feels could make a worthwhile addition to existing programmes. In regard to the classes for hard-of-hearing in the Province, the Council presented a brief to the Minister of Education in May of this year. In the brief the Council suggested a number of ways that these classes could be improved. These suggestions included minimum standards for all classes, adequate equipment, a study on method of integration of the hearing handicapped into regular classes, minimum standards for the teachers of these classes, special requirements for the teachers of pre-school classes and methods of identifying the hearing handicapped child. The Council was informed that some of our suggestions were already being acted on and that our other suggestions would be given serious consideration. One suggestion that was agreed on in principle was the need for university training for the teachers of the hearing handicapped. This need has been emphasized in Dr. Graeme Wallace's report and there is already one Province with such a course. The Minister's delegation felt that the Council should initiate talks with the university, but after considering the matter, the Council decided that the first step should be made by the Department of Education. The Department knows what is needed and they know where the money is likely to be found for the university to set up a course. We will, of course, be pleased to work with the Department and we want to press this need as a priority item at this conference.

Another item that has come up many times in discussions between school officials and the parent groups is the need to employ deaf teachers at schools for the deaf. They are employed in many schools in the United States and in some provinces in Canada. We should not be afraid to try them here. The Council feels that it would help the deaf children and serve as an incentive to them. In addition, our adult deaf who have advocated this for many years would see some results for their efforts.

We are sure most of you here know about the Telephone-Typewriters that are being made available to the deaf. One of the things necessary to operate them is a knowledge of typing. Some deaf possess this. Most do not. While it is probably O.K. to use the one finger method when phoning locally, many of the calls will be long distance. The "hunt and peck" system would surely make this a costly business. Our proposal is that a knowledge of typing be given to all the deaf. Even if they never use it for the telephone system, they will find it useful during their school life and when they graduate. This is not a very spectacular item, but it is one which we feel would be of benefit to the deaf.

On another matter that we feel is of some importance we would like to express our views on the need for better assessment of job requirements, so that the students may be brought closer to the needs of employers in to-day's labour market.

At the present time the majority of the deaf school population will be channeled into the vocational labour market. Perhaps changes in the present system of education will alter this in the future, but for now this condition exists. The Council feels that more effort should be put into preparing the students so that they will meet the needs of prospective employers. We have been told that it is not possible to do this because of the fast changing times. Enquiries we have made tend to dispute this statement. For instance, in the printing trade we had occasion to talk with two employers who were already employing some deaf. They both felt that the students they did employ could have been better prepared for their entry into the printing business. As you know, this is one business in which there have been many changes in the last decade. Both employers felt the students were not aware of the latest methods and as a consequence had to take jobs that were of a minor nature until they could receive more training. When we ask the Canadian Hearing Society to place our students, we should make every effort to ensure the students have a good knowledge of the trade we are hoping to place them in. If the schools do not possess the necessary equipment and expertise, can we not obtain them? Can we not update our vocational teaching to to-day's standards? The Council feels that every avenue of employment that is possible for the hearing handicapped should be explored. To do this, we must know what each trade requires of new employees - age, academic standing, ability to handle tools, etc. It is here that the Council feels the Canadian Hearing Society could be of help to the schools. Since they are dealing with employers in many trades, this information could be correlated and relayed to the schools. The schools could then update their courses to match the current needs in each trade. At the same time, those students who show an interest in any of the trades could have their education channeled into one of these trades. We understand the schools are supposed to be geared to provide this opportunity at the present time. Are they falling short of this objective? If so, can we not correct it? Anything that we can do to provide better jobs for the hearing handicapped should be done. When we ask the Canadian Hearing Society to place our students, we should be trying to give them adequately trained students to place. If we don't, we cannot complain when the students have to take low wage earning jobs. Because many of the jobs that were traditionally held by the deaf have now disappeared, we have all the more reason to pursue the matter of employment opportunities to the fullest extent.

We would like to turn now to what, in our opinion, is a most important facet in the education to the hearing handicapped child - namely the Pre-School. Some years ago, in 1964 to be exact, our Council presented a brief to the Minister of Education on the need for these classes. The brief contained the following proposals:

1. It is proposed that the starting age for the education of the hearing handicapped child be lowered to two years of age.
2. That the classes be established with a minimum of six pupils per centre where needed throughout the Province for these youngsters.
3. a. That these classes be operated by local Boards
or
b. Where such classes are operating successfully at the present time under the sponsorship of Hearing Handicapped Associations, that these Associations be granted financial assistance.
4. That these classes be in charge of fully trained teachers of the deaf with pre-school training.
5. That the programme for these schools contain the following provisions:
 - a. Provide a full programme of training including sense training, lipreading, auditory training and speech development.
 - b. An enriched Nursery School programme designed to meet the approval of the Department of Child Welfare for the Province and the Nursery Education Association of Ontario.
 - c. An adequate Parent Education Programme designed to provide the parents with information and demonstrations which will allow the parents to give their child parental guidance of the highest order.

Following our presentation of the brief we met with Mr. Davis who was then the Minister of Education. At the meeting the Minister and his assistant gave us to understand that all our suggestions, with the exception of 3.b., dealing with help to Associations, met with his department's approval and would be acted upon quickly. Subsequently, a bill was passed in the House allowing the age limit to be dropped to two years. Since that time a few school boards have accepted the responsibility of setting up these classes. However, none have adopted the full programme as outlined in the brief and approved by the Minister. Whether this is the Department's fault for not pointing out to the boards the necessity of adopting the whole programme, or financial considerations on the part of the boards has curtailed the programme, the fact is that the pre-schools are not working as planned.

They were designed to enable the pre-school child with a hearing handicap to approximate the language understanding and response of the hearing child at the same level, thereby accelerating progress through the elementary schools and beyond. This could increase their chances for success in the high schools and universities.

Classes that exist to-day vary greatly from centre to centre. Even in Metro Toronto, we understand, the age level has never been lowered to the two year limit. This in spite of all the evidence that has been presented by experts showing that this is a most important time of learning for any child. In some areas the pre-school work is being undertaken by hospitals and universities. We will agree that this is better than no classes at all, but we disagree on the need for places other than school facilities being necessary for the operation of these classes. The programme is designed to operate within the school system, let us keep it there.

The half hazard way some of the classes operate suggests to us that there is a lack of understanding about the usefulness of these classes, yet where they have been in operation for a number of years, the evidence is there for all to see. For instance, we would like to read the following excerpt from a letter received from Eleanor Vorce, Principal, Lexington School for the Deaf, New York.

"As you know, the Lexington School has had a Nursery School for more than 25 years. We have recently extended our programme downward to include pre-nursery tutoring for children before they are eligible for admission to the regular nursery school. This would indicate that we have a firm conviction that these early years are most important."

"For instance, I doubt our older children could be reading and enjoying Shakespeare, Silas Marner, Sinclair Lewis, etc. as they do had they not had the advantage of early childhood education."

The above letter was received in 1964 when we were seeking advice about pre-schools and we received many more on the same line. Encouragement from those who already had tried a pre-school programme and found they were doing a good job for the children.

The successful operation of a pre-school by the Hamilton District Association for several years inspired the Council to ask the Minister of Education to make it possible for all of the hearing handicapped children in the Province to have the advantage of this facility. The members of Council who worked along with the Director of the Hamilton school, Miss Grace Harris, raising the money to support the school, can vouch for what can be done in these classes if the whole programme is put into operation.

One of the most important phases in the teaching of the pre-school child is being able to gain the parents' co-operation in extending the work of the teacher into the home. Since the teacher can only work with these children for a limited time each day, it is most necessary to have one or both parents carry on the lessons at home. Along with this, the teacher must be prepared to discuss the problems of the child both at school and the home in an intelligent and helpful way. This is a most difficult time for the parents and it is essential that they be included in every phase of the child's education. The Council feels very strongly about this because the child without parental help, despite adequate teaching, will make little progress. Where the parents help is missing, the classes become little better than a nursery class and this is not what is needed.

The Council is asking the Minister of Education to see that the schools now in existence in the Province be brought up to the standards proposed in the brief and that any future classes adhere to these standards or any improvements in them. While it is possible that all of the qualified help cannot be hired at the present time, we suggest to the Minister that the Department of Education employ a person who is experienced in this field of education to take overall charge of the classes now in existence and give them the on-going type of programme that is needed to get the desired results. Let us give these hearing handicapped youngsters a better chance to live on equal terms with their hearing brethren.

Our last item concerns the lack of help for the hearing handicapped students at the high school level. It is not right for us to provide help to these students throughout their elementary school years; then put them into the much tougher situation without any further help. It is possible for some of the brighter students to make it on their own, but most of the students will flounder and fail. It is true that they can be channeled into vocational training, but even here without some extra help they may falter again. We understand that Metro-Toronto has a working programme for their high school and vocational students; can we not extend this into all cities that have classes for hearing handicapped?

The members of Council have asked us to express their thanks to the Minister for inviting us to this Conference and for the privilege of presenting the Council's viewpoint to the delegates.

Thank you.

PARTICIPANTS' COMMENTS

NOTE: Before Mr. Tanner read his presentation, he pointed out that he felt the conference had been Toronto orientated. Other local boards operating day schools for the deaf in the province should have been invited.

PARTICIPANT 1: You referred to a presentation made by the Ontario Parents' Council to the Ministry. Could you advise me what this brief contained?

MR. FARLEY: The reference is to a brief presented to the Ministry last May on the subject of the hard-of-hearing.

PARTICIPANT 1: Has there been discussion on the brief at any level?

MR. FARLEY: There has been discussion on it with Mr. Clarke and with the Ministry. Some things have already been acted on and we have been assured that other points will be acted on.

PARTICIPANT 2: The Ontario Parents' Council had submitted an admirable brief. I was requested by the Ministry to meet with the Council, which I did. I have submitted a list of recommendations to the Ministry. Some of these recommendations hinge on cost and will have to go through the Grants Committee. I hope there will be a full report within the year.

MR. TANNER: The Ministry has extended a good deal of co-operation in the area of the deaf and hard-of-hearing. Continued co-operation is something to look forward to in the future.

PARTICIPANT 3: Has anything been done concerning what the requirements should be for teacher training. There should be an assessment committee taking integrated classes. The Ministry should set this up and perhaps include a representative of the Parents' Council. I myself would like to participate. I would like to refer again to the mobility of a child within the Province. I realize the first choice of the parent is a school near the home. It seems that there would be no great cost involved, even if the parents had to assist in attaching the child to another county.

PARTICIPANT 2: I do not wish Participant 3 to think that we have not turned over all the stones in the planning of the provincial schools. A lot of the things examined were found not to be feasible.

PARTICIPANT 4: If the end in mind is to have some genuine choice presented to the parents, there is a possibility of accomplishing that.

PARTICIPANT 3: What I have in mind is setting up a situation whereby if the parents of a child attending one school wish the child to attend another system, that change could be effected easily.

PARTICIPANT 2: If a parent can convince their local board of education that their child's needs could be better met in Metro, there is provision now for one board to transfer to another. The question is whether a central government should move in and say "Parents in Sarnia, you can send your child to Toronto regardless of what the elected representatives on your board have said, and we will pay for that."

PARTICIPANT 3: Yes, if you will pay for it, the Sarnia board is not going to object. The consideration should be what is best for the child.

PARTICIPANT 5: I believe over-emphasis is being given to the Toronto area. The conference refers to the whole of Ontario.

PARTICIPANT 6: When we talk about moving students and placing them in foster homes, we have to consider very seriously whether it is best for the child to be in a foster home.

PARTICIPANT 7: Is it possible for the Ministry of Education, especially the schools with vocational departments, to work more closely with the Ministry of Labour? Is it possible to have the Ministry of Labour present a diploma to the students when they graduate?

PARTICIPANT 8: There is co-operation between the schools and the Ministry of Labour. Perhaps there could be more. In certain specific areas where labour requirements can be met in the school, credit is given towards apprenticeships.

MR. TANNER: Is there any education given to the deaf and hard-of-hearing students on the purposes of unions, grievance rights, etc?

PARTICIPANT 8: There is, of course, in the final years, which includes knowledge of application forms, income tax, etc. I do not know whether unions are specifically part of it. Also although certain things may be taught in school situation, it does not mean that the student is going to be able to apply it in actual life. The point does illustrate that special need in schools for the deaf and preparatory secondary schools to pay attention to getting these practical things across.

PARTICIPANT 9: I would like to make one point to the Ministry of Education. Deaf people should be permitted to become teachers of the deaf in the schools. I hope the Ministry will act upon that and establish courses where the deaf might become qualified to teach.

PARTICIPANT 10: Referring to page 2, paragraph 3 of your presentation, I have had some difficulty with telephone typewriters. Are they feasible?

PARTICIPANT 5: How practicable is it for all of the deaf to be taught typing. There will be a need with the increasing use of the telephone typewriters.

PARTICIPANT 11: A teletypewriter will be installed in the front office of the London school, so that deaf parents and students could contact the administration. There will be one in each of the residence counsellor stations so that students and staff will be able to communicate back and forth with the services administrator. There will be one in each of the girls' and boys' residence for students to communicate between the residences.

PARTICIPANT 12: Typing is open to all students. Our various shops are open to all students. The only limit is with regard to the quantity of typewriters available.

PRESENTATION 7: Metropolitan Toronto Boards of Education

Miss M. Grant
Dr. N. McKeown

MISS GRANT: With truth one might say that the aim of education for the deaf child is the same as that for any other child, namely, to prepare him to live a full life - "learning for living" - but even more to help him live, while he is learning. To answer so glibly, however, is to overlook certain basic needs which arise simply because he is deaf, and for which some form of compensation must be built into his education.

With respect to Metropolitan Toronto, or any similar local educational arrangement which is publicly supported, it must be remembered that the source of the funds, school taxes (assisted by Provincial grants), is much closer to the spending point, the local schools. Everyone who supports the local area feels, therefore, that he has the right to prescribe what education shall be. To make any headway at all in bringing about educational change, or development, certain ground rules have had to operate.

Publicly supported education is "for all the children of all the people" who reside legitimately within a prescribed area and who support that area through taxation. Generally speaking, public education is mass education, with exceptions being made if need is proven. We have been geared to think of classes of children rather than the individual child, and even among exceptional children to think of them as groups - "The deaf, The blind", rather than as children who are deaf or blind or a combination of these and other difficulties for which we must plan. To provide adequately for the educational needs of a single child within his home community has been possible only rarely - its efficacy having almost to be proven before it was permitted that it be tried.

Superimposed on the above concepts has been the "right of a parent to choose for his child", but many times the choice has been that of acceptance or rejection of what is being currently offered. The fact that wishful thinking does not produce the desired services; or that the step-by-step procedure through various levels of committees and boards will take time and persuasion; or that the training of personnel (and the money to do so) will be a major hurdle, should not deter one from at least thinking through the desired outcome, and preparing the first step "proven need".

In the light of such thinking, and with various other relevant and irrelevant hurdles to be jumped, it may be surprising to find that over the past fifty years in the Toronto area, a network of educational services has evolved, second to none on the continent. But times and conditions change, and this is 1973.

At the time of writing, a further five-year plan is working its way through the committee hurdles. It is hoped that by the time of the conference it will have reached a stage where it can be made public, but to do so now could jeopardize its future. Many people here will recognize ideas and plans which have been close to their hearts. Rather than risk failure of a plan at this point, I will ask you to look back with me over the thinking behind the pattern of growth which makes the next step possible.

To many the growth has been haphazard. It began in 1923 with the emotional appeal of a mother, Mrs. Anderson, who could not face separation from her six-year-old deaf daughter, who, like other deaf children in Ontario at that time, would have to attend the residential school at Belleville. The answer from Toronto Board trustees was not an emotional one, but one based on the following beliefs: ---

Deaf children belong in their own homes;
Deaf children have the same potential as all children (not that all children have equal potential);
Special services are essential if deaf children are to reach their potential, and that varying degrees of deafness require different services.
The number of hearing impaired children in the city of Toronto warranted such services.

Provision began in 1924 with two classes - one for deaf, and one for hard-of-hearing children. No class (or school) for hearing impaired children in the Toronto area has ever been established except in a regular school, yet the fact of geographical nearness did not necessarily produce "integration". To feel a "part of what is going on" requires more than placing a deaf child in a hearing nursery, or a deaf person in this room. Despite the lack of the advantages of to-day's youngsters, the progress of the early classes warranted the continuation of day classes.

The growth of special day classes was steady, but not spectacular. Twenty years later (1944) saw Toronto city with four classes for the deaf and six hard-of-hearing classes, including two from the "suburban" areas of East York and York Township. The war years brought two events of importance to the deaf. Those whose homes were in the suburban areas of Toronto were allowed to attend the day classes rather than to return to Belleville when it was re-opened after the war. The suburban areas were responsible for the costs, however. More important, perhaps, was the beginning of the development of electronics. Not until 1942 was the first group hearing aid installed in Rosedale Public School hard-of-hearing class.

Blind disbelief in electronic gadgets was opposed by equally blind belief that electronics was the cure-all of deafness. Today one of our aims is to use the best electronic devices with the best audiological help to discover hearing loss at younger and younger ages, and to train the remnants of hearing for a more adequate listening function.

Pre-school classes in 1947, the new Sunny View School in 1953, and the extension of services to the whole Metro Toronto area in 1954, caused the school population in special classes to almost double. The upswing of population was still further increased by immigration. Certain ethnic groups seem to have much more than an average share of deaf children.

Parents had always worked well with staff, particularly so since 1947, the beginning of the pre-school classes. With day classes threatened by a Department of Education decision to include Toronto children at Ontario School for the Deaf, Milton, when it would be ready, the parents waged political war - and won! Metropolitan Toronto School for the Deaf opened in 1962.

Many other happenings affected, and will continue to affect, any proposed provision for hearing impaired children in this area. Opportunities for integration to a greater degree than at King Edward or Sunny View Schools led to a Metro-Davisville (1962), Clairlea (1969) and South Preparatory School (1973) development. Growing up necessitated the extension of classes into Northern, Parkview and Heydon Park Secondary Schools and Castle Frank High School. If post-secondary education is anticipated, there are essential prerequisites.

The tendency to move away from special class and/or special school placement requires more itinerant help for some deaf and partially deaf youngsters who are in regular classes. On the other hand, adequate service to the multipli-handicapped deaf child (including those deafened by rubella) demands almost constant one-to-one service to make even minimal progress.

Parent knowledge and parent understanding, both of the individual child, and what is best for him, and of the enormity of the problem, is another facet of the objectives, and must have a priority place in the aims for this area. Under the present economic and financial starvation, aims and objectives will remain just that -- a priority for the future.

The priorities as set forth in the plan, which it is hoped Dr. McKeown can reveal, will also remain just a hope, unless drastic action is taken. We think that deaf kids are worth the extra effort.

DR. N. MCKEOWN: The programme for the hearing impaired began in the City of Toronto, but spread to other area boards as population increased. The present programme is very much of a co-operative one for all of Metro.

Last spring a group representing various aspects of the hearing impaired in Metro came together to discuss the direction of the Metro programme for the next one through five years. The result of this and continuing meetings was a draft report presented to the Metropolitan Toronto School Board.

One of the background bases of information was that enrollment in the Metro-wide programme is expanding while enrollment in regular programmes is shrinking. In June of 1963 there were 155 children enrolled in the two existing programmes. In June of 1973 the enrollment in programmes in seven different locations reached 387. Projections indicate continuing increase into the foreseeable future.

A number of years ago the Toronto board approved the principle of a programme for the child from birth to age three. Miss Grant has offered her voluntary services to establish a programme to help parents and the younger child to age three. The programme will develop in three locations. An interpreter will be required due to the differing language backgrounds of the parents involved. The programme will involve families as a whole, brothers and sisters and parents. It is hoped that from this programme will come a greater number of entries into the normal school programme. A part of the general programme will be attention to learning difficulties. Early school programmes should develop that would provide for the needs of children with learning disabilities together with an eventual school placement that would come from day-to-day contact with teachers and other members of the staff.

A major concern in providing for integration has been the steady increase in class sizes since the introduction of the ceilings. Wherever clusters of three or more classes of the deaf are established, there should be an additional regular teacher to allow smaller classes and thus facilitate integration.

There is a felt need throughout Metro for resource teachers or supervising teachers. Recommendations have been made in this area.

Attention must be paid to certification and training procedures. Those in the field must determine the most appropriate type of training. Should this training be non-university or university?

There is a continuing need to examine the best means of communication with certain deaf children. The Toronto board will establish a pilot project utilizing finger-spelling as a supplementary means of communication in September, 1973. The pilot group will be selected from children not succeeding under the pure oral method. The group will be isolated from children under the pure oral method in order to obtain as accurate as possible an estimation of the effects of finger-spelling.

The draft report recommends that a specially trained technician be made available to provide fast services and better maintenance in all special programmes for the deaf, hard-of-hearing and language disabled in all locations with the exception of two or three Scarborough locations where the present type of contract will be continued.

The Metropolitan Toronto School for the Deaf is the only school located in the City of Toronto that is named because of the learning problem of the children that attend that school. Accordingly, it is recommended that the school be re-named in accordance with present policy for naming schools in Toronto.

It has been recommended that ten teachers be sent for training during the year 1974-75. Four will be from the secondary panel and six from the elementary. There is an enormous cost in the area of teachers' salaries for training. This cost is borne by the tax payers of Metropolitan Toronto.

A continuing area of interest is research. Discussions are being held with the Ministry presently regarding a study on the integration of deaf children into regular classes. The Metropolitan Toronto Board hopes to develop a number of research proposals and have them funded so that basic facts for the governing of programmes in the future will be available. One obvious pilot project is that of finger-spelling for communication.

PARTICIPANTS' COMMENTS

PARTICIPANT 1: You prefaced your remarks with "If only we could." Are you making a plea for funds to achieve this programme?

DR. McKEOWN: The present regulations of the Ministry of Education allow the cost above ceilings to be borne totally by the taxpayer. It is a question of whether this programme should be considered a local programme. Currently there is a three year old child living on Bayview Avenue who will go to the provincial schools some years hence. Currently the child has the services of a home visiting teacher. The home visiting costs and the provincial school costs will be paid entirely by the Provincial Government. Were this child one door south in the Borough of North York, she would be in a daily pre-school programme now having approximately \$809.00 of her costs eligible for grants and approximately another \$3,000.00 would be borne by local taxpayers. A specific plea for funds is not being made at the present time. We should look at this as a total package. Services should be available to all children who are deaf in the province and funds to make these services available should be equally distributed.

PARTICIPANT 2: I will look into the matter of one board subsidizing the cost for another in such situations.

PARTICIPANT 3: Perhaps we should return to the system of ear-marked grants.

PARTICIPANT 2: I appreciate the projects put forward by the Metro Board. Perhaps the Metro board should get together with other people in the province such as Windsor and Ottawa for providing services, and see what is best to meet the needs of the youngsters.

MISS M. GRANT; There are still many areas to be examined. You cannot just start a nursery school for the deaf. There has to be provincial or other control and the individual concerned must be knowledgeable.

PARTICIPANT 2: The provincial schools for the deaf are resource centers. In the instance of O.S.I., Milton assistance has been given to various educational jurisdictions including St. Catherines in setting up hard-of-hearing classes. Employees of the Ministry of Education will provide whatever assistance is possible.

DR. N. McKEOWN: Children placed in a programme using a supplementary system of communication would be those not succeeding under the oral system. The decision to become involved in such a programme would be the parents as it would be the teachers. The programme would be on a purely voluntary basis. Initially the numbers would be limited to allow for intensive on-going evaluation.

PARTICIPANT 4: Should parents indicate an interest in this programme?

DR. N. McKEOWN: At this time we would wish to have children involved who are apparently not succeeding. I should note that in the past five years there has not been one single request for a change in communications systems from parents.

PARTICIPANT 5: I do not see a deaf child as being different from any other school child. It concerns me that there should be a feeling that they should be handled differently.

PARTICIPANT 6: What choice will parents have? Will it be a choice of present programmes, finger-spelling or visible english?

DR. N. McKEOWN: Since approximately half of our parents have moved into the Metro area because of our programme, it would appear that they have made their choice. Parents presently have the option of a number of programmes including that of the Hospital for Sick Children.

PARTICIPANT 7: What will be the duration of the pilot programme? Who will decide whether it will be expanded or curtailed?

DR. N. McKEOWN: A time will have to be established for evaluating the procedure. The only research of this type presently available is on the Verbotonal Method in which parents are involved. Any evaluation would involve people in the school system and I consider parents as part of the school systems.

PARTICIPANT 7: Will the programme be at the elementary or post-elementary level?

DR. N. McKEOWN: It will start at the elementary level.

PARTICIPANT 8: I have noticed a tremendous improvement in the deaf students at O.S.D. They are becoming more articulate. I contribute this change to the use of finger-spelling and the employment of deaf counsellors.

PARTICIPANT 9: Why are you changing the name for the Metro School?

DR. N. McKEOWN: The recommendation is based on making the school as much like other schools as possible. In addition there is the fact that programmes for the deaf are being moved into other schools and the Metro School may not always be a school solely for the deaf.

PARTICIPANT 9: Why don't you call a spade a spade? Why use words like the hearing impaired, etc? A school for the deaf is a school for the deaf.

PRESENTATION 8: George Brown College Presentation

Miss H. Brown

Mr. R. Lope

George Brown College of Applied Arts and Technology began a programme of supportive services for the Hearing Impaired in July, 1972 as a joint effort by the Ministry of Colleges and Universities of Applied Arts and Technology and the Ministry of Community and Social Services. During the first year of the service, twenty-four (24) students were enrolled in community colleges throughout Ontario; sixteen at George Brown College and eight at other colleges. However, in September, 1973, the supportive service allowed a total enrollment of fifty-two students.

Perhaps it is too early to report or to predict the long range success of the students who have completed their training or who are presently in the programme. However, the following statistical report may serve as an indicator.

Four students left the programme before they completed their training. They are employed, although not in the areas for which they were preparing.

It should be noted that some of the areas where the students are employed in jobs are positions that have been open to the deaf before our programme was established. George Brown College had enrolled deaf students before the supportive programme was established on an individual basis from time to time. The Canadian Hearing Society had been instrumental in assisting some of these students in job placement.

The new supportive service programme has brought about a number of improvements. Since the supportive service for the hearing impaired is an integral part of George Brown College, the co-ordination of instruction has been facilitated. Students are placed by the co-ordinator and staff according to academic ability and pre-vocational training. The students enrolled for post-secondary education are designated remedial, facilitative, or independent, according to their academic education and the degree of their hearing loss.

The three terms are defined as follows:

REMEDIAL - a student who is not ready for full time regular community college studies.
 a student who is integrated for studies in a major concentration and an academic programme pertinent to his course.
 communication and language studies directed and conducted by Teachers of the Deaf either by the oral or total communication method.
 supportive programme timetabled in integrated work.

FACILITATIVE - a student who is integrated in the programme except for communication and language studies. communication and language studies directed and conducted by Teachers of the Deaf, through oral or total communication methods. supportive programme is timetabled.

INDEPENDENT - a student uses his own initiative and resourcefulness in securing specific help that facilitates his programme either by regular faculty members or by supportive personnel.

It is anticipated that a remedial or facilitative student will move toward independence. All students are encouraged to take educational initiative as well as to utilize the resources or help available through specialists and regular faculty members.

The supportive service programme has allowed for the training of the hearing impaired student who might not have had the opportunity in earlier years. The purpose of the project is to provide a resource service for pre-admission assessment, counselling and continued assistance for hearing impaired students who avail themselves of the educational opportunities offered in Colleges of Applied Arts and Technology.

We operate with an open door policy. The only restriction that we have set is that the students requesting admission have completed a programme of study at a school specializing in education for the hearing impaired. Because we have an open door policy, the students who enter the programmes come from various backgrounds and with varying degrees of educational levels, communication skills and social development and awareness. The open door policy makes a well-planned orientation, upgrading and personal development programme mandatory.

The orientation programme received new students for a period of six weeks during the summer. The orientation programme has attempted to individualize a programme for each of the students. Emphasis is placed on academic upgrading, orientation and career opportunities. When the student has made a selection of a possible career, he or she is given concentrated assistance in English and Mathematics connected with the programme. Considerable time is spent by the staff assisting the student to gain basic life skills such as relating to his hearing counter-parts and teachers, using tact and diplomacy, using the appropriate governmental and community agencies, budgeting, management and self-care. The college does not provide housing for students. The students live in various forms of housing, rented apartments, housekeeping rooms and homes which provide room and board.

My staff have found that the hearing impaired students require considerable assistance with basic life skills, whether he has lived at home during his secondary education or whether he has resided in a residential school, whether he has attended an oral system, whether he has attended an integrated system or spent his school days in special classes or schools for the deaf.

A six-week orientation programme is used during the summer months to assist the students to learn how to use supportive services efficiently and effectively. The students are taught the use of the note-taking procedure. Our students are encouraged to make full use of the tutorial assistance. Since students will use interpreters for part of the time, they are given instruction in proper total communication skills and how to relate to an interpreter in a classroom setting. They are helped when dealing with regular college faculty members.

In the brief time that the programme for the hearing impaired at George Brown College has been operating, we have discovered that there may be opportunities for the hearing impaired to do a wide array of jobs if these positions which do not require hearing or clarity of speech are identified.

Efforts are being made by the staff in the programme together with the representatives of the Ministry of Community and Social Services to locate and arrange employment for the hearing impaired in such areas.

The employment for community college graduates can certainly be broadened through post-secondary education and advanced skill training.

To have a successful programme for the hearing impaired within a community college, it is necessary that provision be made for competent, trained teachers of the deaf, familiar with total communication and for interpreters who have received training and experience in dealing with the deaf. Therefore, George Brown College is offering a programme entitled "Registry of Interpreters". This programme will be an in-depth presentation of one hundred hours and will receive certification under the auspices of the Ontario Association of the Deaf. Persons successfully completing such a programme may find employment in community colleges offering supportive services.

This fall, through Continuing Education Programmes, George Brown College plans to conduct three courses in total communication skills, one for Registered Interpreters, one in Everyday Living for the Deaf and one in Psychology of the Deaf. The total communication courses are presented for parents, teachers, employers and professional individuals working with and for the deaf.

The staff of the Supportive Service Programme consists of a co-ordinator, 2 1/2 full time resource teachers, one full-time interpreter and four part-time tutors and interpreters.

The programme is funded by the Ministry of Colleges and Universities. Assistance is received from the Ministry of Community and Social Services which provides financial assistance to the students through maintenance allowances, tuition payments, transportation, books and supplies.

The Canadian Hearing Society provides audiological and psychological assessment services, and assists students who request help in finding suitable accommodation and permanent employment.

It is most important for a Supportive Service Programme that it have the solid support of the college administration. This is the case at George Brown College. The administration at George Brown College has put forth great effort to guarantee that the programme is progressive and has acquired knowledgeable people to act as an Advisory Board to the Service.

The Chairmen of the Divisions within the college have given their full support to the service. There is much that needs to be done to continually improve our service for the hearing impaired, but with the assistance of the Ministry of Colleges and Universities; the Ministry of Community and Social Services and their representatives in community agencies and the faculties of the residential and day schools in the Province, there is little doubt that our hearing impaired clients will be helped to have a better education and receive employment in positions of responsibility and pride within the communities of the Province.

APPENDIX I

GEORGE BROWN COLLEGE SUPPORTIVE PROGRAMME FOR THE HEARING IMPAIRED

STUDENTS 1972-73

FEMALE	3	HOST COLLEGE	12	GRADUATES	4	DAY/INTEGRATED	FEMALE	5
MALE	15	OTHER COLLEGES	6	WITHDRAWALS	4		MALE	17
PRESENT ENROLLMENT					18	RESIDENTIAL	FEMALE	3
							MALE	16

STUDENTS 1973-74

FEMALE	8	HOST COLLEGE	20	RE-TRAINING	FEMALE	3
MALE	18	OTHER COLLEGES	6		MALE	8
TOTAL	26	TOTAL	26	TOTAL		52

Average Age at entrance 22.1
Students having O.S.S.G.D. when
entering Post Secondary Programmes

12

AREAS OF TRAINING

'72

'73 GRADS.

HOME AREAS

SEPT. '72

SEPT. '73

AUTO BODY (OC)		2		RYING INLET		1
ACCOUNTING		1		BARRIF	1	1
ARCHITECTURAL DRAFTING		3		CARAMAT		1
BEHAVIOURAL SCIENCE (OC) (resident Counsellor)	1	2		FORMOSA	1	
BEHAVIOURAL SCIENCE (OC) (Mental Retardation)	1			GALT	1	
BUSINESS ADMINISTRATION	5			GEORGETOWN	1	
BUSINESS MACHINES & BOOKKEEPING		1		HAMILTON	1	
COMMERCIAL CLERICAL		5		KINCARDINE	1	
CERTIFIED BUILDING CUSTODIAN		1	1	LONDON		1
CIVIL ENGINEERING	1			NORTH BAY		1
DRAFTING GENERAL		1		OSHAWA		1
ELECTRICAL CONTROL TECHNICIAN (OC)	1			OTTAWA	1	2
ELECTRONICS GENERAL		1		PERREPLEAN	1	1
FOOD SERVICES	1			TICTON	1	
GRAPHIC ARTS (Graphic Design *OC)	2	2	*1	PORT CPEDIT	1	1
GRAPHIC ARTS (Special Program)		2	1	SIOUX LOCKOUT		1
				SMITHS FALLS		

AREAS OF TRAINING

'72 '73 GRADS.

HOME AREAS SEPT. '72 SEPT. '73

HEAVY EQUIPMENT OPERATOR (CC)			1
LABORATORY TECHNICIAN (CC)	2		
LIBRARY TECHNICIAN (CC)		1	
MACHINE & PRODUCT DESIGN	1		
MEDICAL TECHNICIAN (CC)		1	
PLASTICS		1	
RECREATIONAL LEADERSHIP (CC)	1		
SURVEY TECHNICIAN	1		
TOOL & DIE TECHNICIAN		1	
WELDING	1		
UNBLICDED		1	
TOTALS	18	26	4

THUNDER BAY		1
TIMMINS	1	
TOPONTO	14	15
WINDSOP	1	

Average Length of Training - 2 yrs.
 Training programs generally range
 2-4 semesters - 40 to 80 weeks.

HEARING IMPAIRED STUDENTS ENROLLED

Deaf 18

Hard of Hearing 8

HEARING IMPAIRED STUDENTS ENROLLED

Deaf 18

Hard of Hearing 8

DATE: JUNE 30, 1973.

MEMBERS OF THE HEARING IMPAIRED ADVISORY COMMITTEE

Rev. R. Rumball	Chairman, Advisory Committee
Miss Hazel Brown	Co-Ordinator, Curriculum & Student Services, Applied Arts & Technology Branch, Ministry of Colleges & Universities, Council of Regents
Mr. K. Clarke	Director of Provincial Schools for the Province of Ontario.
Mr. R. M. Cope	Co-Ordinator, Support Services for the Hearing Impaired
Mr. G. Lively	Editor, Ontario Association for the Deaf News
Mr. C. C. Lloyd	President, George Brown College
Mr. W. H. McGovern	National President and Publicity, Federation of Silent Sports of Canada Inc.
Dr. N. E. McKeown	Assistant Director of Education for the Toronto Board of Education
Mr. D. J. McKillop	Representative of the Deaf Community
Mr. H. V. Montgomery	Supervisor, Rehabilitation Officers, Canadian Hearing Society
Mr. D. Pitt	Chairman, Selection Committee, Ontario Vocational Rehabilitation Services Branch, Ministry of Community & Social Services
Mr. A. Rose, Q.C.	Past President, Board of Directors, Canadian Hearing Society.

PRESENTER'S COMMENTS

MISS HAZEL BROWN: From some of the questions I have heard people seem to feel that the colleges are trade schools and the only programmes available are trade programmes. Our colleges offer a wide range of courses across the province. There is a wide range in Business, Technology, Community Services, Visual and Creative Arts, etc. They are open to any student in Ontario who wish to apply and qualifies. Deaf students have the same opportunities as hearing students. The basic requirement is grade 12. The Ministry of Community and Social Services has some say regarding which colleges deaf students attend since they are paying.

MR. R. COPE: When the programme was conceived by the Ministry of Colleges of Applied Arts and Technology, it was decided there was a need for supported programmes and staff and to continue expansion of the pilot programme with an open policy. This means students with less than grade 12 may make application for admission. At the end of four years (two years from now) the Ministry and George Brown College will decide whether the programme can go on.

The main aims of the programme are to provide opportunities for further academic and technical learning for hearing impaired students; to enlarge upon opportunities for hearing impaired students who have completed the programme in their own school; to provide further opportunities for integration with hearing students in a post-secondary situation; to provide opportunities for hearing impaired students to receive both academic and technical instruction in a post-secondary situation in an environment where supportive services are continually available; to provide a study schedule to meet the individual needs of the student; to provide opportunities for requested improvement in communication skills. This latter item is part of the supportive service programme. The community college uses total communication which may be defined as any methodology in which the student elects to have his instruction given. A further aim is to provide personal counselling and career guidance. Another aim is to provide resource personnel with total communication skills to assist students by providing note-takers, interpreters and counsellors. Yet another aim is to provide opportunities for all hearing impaired students to enter post-secondary programmes although lacking specific requirements. The final aim is to make students and parents aware of the programmes that are available to them at community colleges.

PARTICIPANTS' COMMENTS

PARTICIPANT 1: What kind of communication has been chosen by the students?

MR. COPE: Most students receive their instruction by the oral approach with support help, a support teacher, blackboard, etc.

PARTICIPANT 2: What financial assistance is available to students in areas such as Windsor and Chatham?

MR. COPE: If the student is accepted he may receive financial assistance for books and a maintenance allowance.

PARTICIPANT 3: Is it realistic to assume that other colleges throughout the province will adopt this policy. Is that one of the ideas behind the four year pilot project?

MISS BROWN: The first two years were to establish principles. It was decided that it would be preferable to give students a wider choice and let them enter integration rather than be told which programme to attend. The expansion to four years resulted from a belief in the Ministry and in people concerned with the programme that two years would not be sufficient to make sensible recommendations.

PARTICIPANT 4: Is there any plan to expand the programme to professional levels -- teachers, psychologists, etc.?

MISS BROWN: You appear to be referring to university level programmes. A college graduate might transfer to a university programme, but I am not certain what the situation would be for support.

PARTICIPANT 4: There is concern among deaf adults who wonder why they cannot become teachers.

PARTICIPANT 5: I know of no Gallaudet student who has made application to the Ministry for employment.

PARTICIPANT 6: What is the position of a student who finds himself in a programme he cannot handle?

MR. COPE: This is the responsibility of the resource staff. They must work with the instructor to assist the student. I would like to outline the steps taken to decide the feasibility of a course for a particular student. The recommendation must come from the feeder school. There must be a personal interview with the student and an examination of his vocational and academic achievements. The student must be aware of what is required of him in the course. There must be counselling on the choice of subject.

PARTICIPANT 7: I hope these schools will be able to produce more deaf students to take advantage of this programme.

PARTICIPANT 8: I would like to go further and suggest that in the future there be a similar supportive programme at the university level.

PARTICIPANT 9: What is the teacher-student ratio? How many teachers of the deaf are available for your 52 students who require supportive help?

MR. COPE: There are three and one half full time staff. There is the equivalent of one and one half full-time interpreters plus three casual interpreters.

These are the objectives of the four year programme:

To ask schools to consider de-emphasis on vocational training and place stronger emphasis on academic up-grading so as to better prepare their students for community college programmes.

To attempt to provide opportunities for all students regardless of academic and vocational training so that not all programmes require prerequisites.

To consider students for community colleges who have shown an interest in further academic and vocational training beyond that which is now provided in the provincial schools and the Metro system.

To increase the percentage of the population the colleges are now serving to a higher percentage of all graduates.

Through joint co-operation of two Ministries to provide Head-Start Programmes so as to enable the deaf student to receive his education at the same rate as his hearing peers.

To more fully involve the deaf community through their representatives on the advisory board of George Brown College.

To eradicate the need for "remedial" classification of students entering community colleges.

To provide academic guidelines for entry into community colleges.

To continually modify the existing academic requirements when necessary so as to allow students who request additional training in vocational skills entry into post-secondary programmes.

To continue to seek the advice and counsel of the advisory committees that represent all aspects of total education for the hearing impaired.

To further our understanding of the needs of the students through consultation with the student himself and through the sharing of experience with other educational authorities in a united effort.

To assist all students to acquire a better education so that they may take employment and positions of responsibility and to offer on-going guidance after graduation.

PARTICIPANT 10: Can the programme really go as far as stated? We all know the amount of time that has to be spent on counselling and encouraging the students to work.

MR. COPE: The mature student is encouraged to make his own decisions. The college does not divorce itself from the student after graduation.

PARTICIPANT 11: What are the opportunities for a deaf adult who wishes to take further training in one of the colleges and who has to leave a job to do so?

MR. COPE: George Brown College only offers supportive programmes for day school students. If a deaf adult were enrolled in one of these, he would be entitled to supportive services. He would have to apply directly to the college to see if the appropriate programme were available. With regard to financial help, he would have to apply through the Ministry of Social and Community Services.

PARTICIPANT 11: May such study lead to a degree?

MR. COPE: No. Such study would lead to a two year diploma which provides what is necessary to obtain employment. The college does not provide employment, but the prerequisites for employment.

PRESENTATION 9: Ontario Ministry of Education Presentations

General Information Statement:
Aims and Objectives of Education of Deaf
and Hard of Hearing Individuals in Ontario.

Mr. G. Bunch

In this draft, aims are grouped under headings: general, very young children, primary and junior, intermediate and senior.

I. General

keep school programme updated by providing explicitly for reviews of research to be presented at least annually if not more frequently;

distinguish the academic programmes from the outreach Regional Resource Centre programmes by clear administrative separation, including budgeting;

co-ordinate elementary programme by specific attention (meetings, reports, plans) to: 1) primary - ages 5-8; 2) junior - ages 9-11; 3) audiology and speech; 4) liason with parents and family at home and with residence counsellors for residence counsellors for residences; 5) materials and media;

inform the public about all program areas by preparing and distributing general information statements;

maintain close liaison with sectors of the public with special interests in deaf education, including parents, deaf adults, post-secondary educational institutions and voluntary organizations in the field;

since the religious impulse, the impulse to worship, is held by many to be an attribute of all human beings, provision must be made in residential school programmes as it would be in the pupil's home life, for spiritual development under clergy or lay leadership; and although finger-spelling may be appropriate for classroom instruction in religion, the beauty and rhythm of sign is appropriate in worship, for example with Christmas carols;

aim at broadening the decision base and improving information flow between the school and its constituency by establishing for each Ontario School for the Deaf and for the Ontario School for the Blind a School Council with representatives from the school's staff, parents, and others in the field;

the general aims of educating deaf children are:

- 1) acquisition of speech and language;
- 2) acquisition of basic academic skills;
- 3) assimilation of a common cultural adjustment;
- 4) preparation for economic self-sufficiency;
- 5) adjustment to normal society.

These appear on page 1 of Graeme Wallace's Canadian Study of Hard of Hearing and Deaf;

the aim must be to develop language and more language by whatever means is effective, and require fewer courses in shop, in order to prepare and train students for the world;

to provide deaf students with adequate sociological perspectives on their place and role in society;

II. Very young children 0-5

aim at early detection by setting up screening programme;

aim at maximizing hearing by fitting and wearing best hearing aid;

aim at developing awareness of sound by training and assisting parents;

aim at good language development by providing home visiting teachers;

aim at individualizing instruction by writing course plan for each child;

since the two paramount needs of very young deaf children are the development of basic human communication skills and the development of normal social skills in family relationships, evaluation of the home visiting programme and other pre-school programmes keep these two criteria uppermost;

play must be incorporated into the educational programme of children with defective hearing;

III. Primary and Junior Children 6-11

aim at language development by structured experiences;

aim at developing confidence and good mental health by providing exercises the students can succeed in;

aim at individualizing instruction by writing course plan for each child;

aim at helping child to interpret his environment, not only at school, but at his home which may be remote by special efforts including photographs, letters, maps, etc.;

since the two paramount needs of primary and junior deaf children are the development of basic human communication skills and the development of normal social skills in family relationship, evaluation of the primary programme and junior programme keep these two criteria uppermost;

IV. Intermediate Students 12-15

aim at informed and realistic expectations by careers oriented curriculum;

aim at individualizing instruction by writing course plan for each child;

aim at high academic achievement by offering a "college bound" stream;

V. Senior Students 16 - Graduation

aim at providing an individualized programme of studies which, when completed, will result in the awarding of a Secondary School Graduation Diploma and a transcript of courses indicating content and approximate grade level achieved;

aim at a differentiation between elementary and secondary levels of study with secondary study defined in terms embracing vocational and social achievement as well as academic;

PRESENTER'S COMMENTS

MR. G. BUNCH: The copy of aims and objectives distributed has been assembled by Mr. McCuaig from a number of sources. Among these were visits to other schools and facilities for the deaf, discussions with adult deaf, visits to parents' associations throughout the province, The Wallace Report, a visit to Gallaudet College, discussions with officials within the Ministry. The aims and objectives are general rather than specific. They range over the entire spectrum of school services. Out of these aims and objectives are growing more specific aims and objectives. They are not designed to be inflexible.

PARTICIPANTS' COMMENTS

PARTICIPANT 1: I understand that one of the main aims is to be the development of language. What assurance is there that if the vocational programme is de-emphasized that the language level would be raised sufficiently to fit students into the world? I believe that the vocational programme should remain with an extended language course in line with it. I do not feel that elimination of shops for more language will result in sufficient revision of reading levels to fit a student for the world. There will still be a need for practical training.

PARTICIPANT 2: We must keep in mind whether the student requires full vocation training.

PARTICIPANT 1: I am considering language oriented students who may go to Gallaudet and who require more academic training and non-language oriented children who require vocational training.

PARTICIPANT 3: A strong vocational programme will remain for those who need it. PARTICIPANT 1 may be referring to the programmes available at Belleville whereby some students in their latter years have anything from six to nine academic periods per day or other groups might have four to six vocational periods per day. The problem now is to obtain more information and guidance so that the schools can know in advance those students who wish to go to community college or employment so as to provide adequate programmes.

PARTICIPANT 4: We should emphasize the need for up-grading vocational training for those who do not wish to go to George Brown College.

PARTICIPANT 5: The problems Father Monty has raised are of real concern to the Ministry. Steps have already been taken to start a study committee to see how these needs can be met in the future.

PRESENTATION 9: Ontario Ministry of Education Presentations

Pulse of Ontario -- Tentative
Generalization

Mr. R. Wollaston

COMMUNICATION SYSTEMS

The subject of communication systems was discussed at nearly all meetings. Support for the use of signs or total communication was voiced at the following meetings: Peterborough, Quinte, Halton, Simcoe, St. Catharines, London, Metro, Ottawa, Kitchener Waterloo, Ontario Mission of the Deaf, Chatham Kent, Mount Forest. Criticism of manual methods was voiced at the following meetings: Kitchener Waterloo, Chatham Kent.

The following are specific opinions expressed regarding manual communication.

- it could be used by deaf teachers of the deaf (Peterborough)
- deaf children do sign, so why not teach the proper signs (Peterborough)
- should a course in proper sign language be instituted for seniors and graduates (Quinte)
- no objection to the use of signs in the context of individualization (Simcoe)
- sign language is necessary for adults and some younger deaf individuals (St. Catharines)
- Dr. Wallace has not taken a stand on total communication usage (Metro)
- a deaf youth requested the introduction of sign language at the Metro School (Metro)
- the use of sign language led to the deletion of little words from language (Kitchener Waterloo)
- opposition to sign language rises mostly from young parents who do not yet realize that their children will fall far behind in their education (Kitchener Waterloo, Chatham Kent).

Visible English was discussed at the following meetings: Peterborough, Quinte, Halton, Simcoe, Metro, Ottawa, Kitchener, Waterloo, Mount Forest. In general most individuals seemed to be in favour. Pertinent comments are given below.

- why was a decision taken in favour of Visible English without waiting for the completion of the Wallace report (Peterborough)
- classes in Visible English should be instituted (Quinte)
- after an experimental period, will Visible English be abandoned and children thereby injured academically (Quinte)

- will the use of Visible English downgrade English language usage (Halton)
- parents are pleased with the increase in communication with children due to Visible English (Simcoe)
- why were only Ministry people on the communications committee which suggested Visible English (Metro)
- why was not European research assessed by the communications committee (Metro)
- how many feeder schools will be using Visible English (Ottawa)
- will September 1973 be a rigid date for the instruction of Visible English (Ottawa)
- what are the cons of Visible English? These should be explained as well as the pros (Ottawa)
- is Visible English the same as sign (Mount Forest)

Some parents felt that not enough time was spent on speech work. Others felt too much time was spent in that area. Pertinent comments follow.

- there is not enough time provided by Belleville for speech therapy (Quinte)
- deaf graduates of the schools should be able to speak (Ontario Mission)
- will my child lose his speech in a school for the deaf (St. Catherines)
- Visible English has improved the speech of Scott Upton (Mount Forest)
- when deaf children speak they leave some words out (Mount Forest.)

LEVELS OF WORK

Parents across the province appeared critical of the achievement levels obtained by the hearing impaired children in our schools. Criticisms centered on poor spelling and poor language abilities. Criticism was also directed at the difficulty of equating school level systems to public or separate school grading systems. Remarks are noted below.

- why are letters misspelled after 14 years of education (Peterborough)
- children know signs, but do not know how to spell the words they represent (Ontario Mission)
- students achieve more after they get out of school than they do in school (Peterborough)
- the schools misrepresent levels of achievement. They say that a child is following the grade 10 course of study, but do not say that this is not really equal to grade 10 (Peterborough)
- how does one manage to equate the school levels to grade levels (Simcoe)

- reports do not accurately represent achievement of children. They should not always report excellent progress (Kitchener Waterloo)
- student letters should not be corrected before being sent home. Corrected letters are misleading (Mount Forest)
- attainment of comprehension in reading needs much more stress (Halton)
- more development is necessary in the area of language (St. Catherines)
- a word list should be established to assist in vocabulary growth. The word list might be graded by level (London)
- children can do esoteric exercises matching words, etc. but do not understand many of the words they match (Forsythe, Metro)
- more emphasis should be placed on language and less on speech (Ottawa)
- better language skills are needed for the hearing impaired to make it in a hearing world (Ottawa)
- academic work should be emphasized over vocational (Windsor)
- academic areas must be emphasized in general (Windsor)
- will profoundly deaf children in schools do better if the hard-of-hearing are not admitted (St. Catherines)
- teachers in schools for the deaf do not have sufficiently high expectations for their students (Kitchener Waterloo)
- teachers in schools for the deaf let their children drift through lack of expectations (Ontario Mission)
- programmes in schools for the deaf should be extended so that they reach a grade 12 level (Ontario Mission)

TEACHER EDUCATION

There seems to be a general feeling in the province that deaf teachers should be admitted to the Teacher Education-Media Centre training course. No group voiced disapproval of such a move. Pertinent comments follow.

- is it true that a deaf man had to go to court to be admitted to teachers college and then was demitted since he could not teach singing (Peterborough)
- the deaf should be permitted to teach in Ontario and to train here (Ontario Association for the Deaf)
- teachers of the deaf in Ontario are poorly prepared. Both Kopp and Wallace have indicated that this is the case (Wasik, Metro)
- are Gallaudet graduates acceptable for teaching duties in Ontario (Metro)
- could deaf individuals attend the Teacher Education Centre or could a new centre for the deaf be created (Ontario Mission)
- those deaf individuals admitted to the Teacher Education course should be the best possible and be over-qualified to guarantee success initially (Reich, Ontario Mission)
- could some type of summer arrangement be worked out to have deaf individuals explore their capabilities and interest in teaching (Ontario Mission)
- the first few deaf teachers of the deaf should be over-qualified to eliminate failure initially (Chatham Kent)
- there should be deaf teachers of the deaf in Ontario (Mount Forest, Windsor)

Some support for teaching sign language to teachers in training was voiced.

- the Metro School should train teachers in other than oral centres. (Oldring, Metro)
- teachers of the deaf should be fluent in the sign language (Ontario Mission)
- teachers of the deaf should be fluent in the sign language (Chatham Kent)

VOCATIONAL TRAINING AND EMPLOYABILITY

Some concern was voiced at the lack of appropriate vocational training and the subsequent effect on obtaining employment.

- better vocational facilities are needed (Halton)
- vocational training should lead to better employability (St. Catharines)
- though I was trained in printing at Belleville, I have not been able to hold a job (Metro)
- though individuals go to Gallaudet and graduate, they have difficulty finding positions in Ontario (Ontario Mission)

- all of our deaf adults are suitably employed (Chatham Kent)
- what vocational training will be provided at Level 11 in London (Windsor)
- will geographical factors determine the educational programmes for our children (Windsor)
- can the deaf students be integrated in London high schools for vocational education (Windsor)

INTEGRATION

I did not find it possible to generalize on a provincial attitude among parents towards integration. Comments offered in various meetings are as follows.

- a secondary education programme for the hearing impaired will be initiated at Lockerby High School in Sudbury (Sudbury)
- are children at Milton re-integrated at home (Halton)
- if I had followed the advice of the professionals, my child would not be integrated as he is at present... (Metro)
- integration is not a real possibility. Look about us at this meeting and you will note that the adult deaf are separated from the hearing even here (Metro)
- more teacher support is needed for the integrated hearing impaired in Ottawa (Ottawa)
- how is integration encouraged by the officials at Milton (Kitchener Waterloo)
- if deaf children mixed with the hearing, they become more aware of self and eliminate aspects of inferiority (Ontario Mission)
- when hearing impaired children are integrated the schools should be able to equate grades for the deaf and the hearing to the high school level (Ontario Mission)

OBTAINMENT OF RESPONSIBILITY BY THE HEARING IMPAIRED

There was some indication that hearing impaired individuals should be capable of obtaining policy level positions within the schools for the deaf.

- the schools need input from young adult deaf (Ottawa)
- could the deaf be in policy level jobs (Ontario Mission)
- is there a policy level position a deaf person could not fill (Ontario Mission)
- action is needed not words (Ontario Mission)

ESTABLISHMENT OF LOCAL SCHOOLS

A number of areas indicated that they felt the establishment of local schools was desirable and feasible.

- Sudbury wants a funded programme operated by the local school board

- the establishment of a local school for the hearing impaired is supported (St. Catharines)
- could a local school be established in the Essex County area (Windsor)

ESTABLISHMENT OF A COLLEGE LEVEL PROGRAMME

Though most concerned with academic levels extended only through the elementary and secondary school areas, some concern was voiced at the college level.

- why is there no liberal arts college for the deaf (Thunder Bay)
- the establishment of a college for the hearing impaired is supported (Chatham Kent)

THE HANDICAPPED DEAF

In general there was very little comment regarding the needs of the multi-handicapped deaf child. There was some discussion at the Thunder Bay meeting regarding the Regional Child Care Centre in Sudbury. The school there under a Mrs. Miles has had some success using behaviour modification techniques. There is a child (Paxter) at Belleville who is being considered for the Sudbury Center and some health/education conflict is apparent. Also there was some concern expressed over whether or not the multi-handicapped children at London would receive appropriate academic and vocational stimulation.

INDEPENDENCE OF DEAF CHILDREN

A number of comments around the province indicated that people were concerned with the acceptance of adult responsibilities by children in our schools. In one case it was suggested that a child at Belleville not have a charge account at Eatons since counsellors might advise her to purchase a dress which would not be acceptable to the parents (Sudbury). Parents in the Quinte area were concerned with how their children might enter into extra-curricular activities while they were day students. Also in the Quinte area parents were concerned with provision of adequate social activities for teenagers at home. London area parents were concerned with the fostering of a sense of human identity as well as vocational and academic skills in the schools.

SCHOOL VOLUNTEERS

Individuals in the Quinte and Metro meetings queried whether or not volunteers could be used successfully in schools for the deaf.

HEARING AIDS

Individuals in the Quinte and Metro meetings queried whether or not some type of government support could be provided for hearing aids and whether cheaper hearing aids could be provided.

COMMUNITY-SCHOOL COMMITTEES

The establishment of advisory committees was recommended at the Kitchener Waterloo and Ontario Mission meetings.

OTHERS

There was some discussion about the establishment of a northern school for the deaf at the Thunder Bay meeting.

Difficulties in arranging transportation for students were mentioned at two meetings (London, Mount Forest).

PRESENTATION 9: Ontario Ministry of Education Presentations

Superintendent's Advisory Council
Dr. J. G. Demeza

Purpose, object, terms of reference

In accordance with Ministry policy of broadening the base of public participation in the provision of services, the Superintendent's Advisory Council is to assist the Superintendent to maintain a high quality programme and to improve the programme by:

- a) advising the superintendent on matters referred by him including, for example, the vocational programme, the use of volunteers, the needs of pre-school deaf, hearing aids
- and
- b) bringing to his attention matters which they feel merit consideration, for example, new needs or new factors emerging which might affect the programme.

Suggested guidelines

No one person to sit on more than one council.
Possible interests to be considered include parents, adult deaf, volunteer associations, employers, religious workers, local educational officials, regional office educational officials, teaching staff at the Ontario Schools, students at Ontario Schools, Provincial Schools Branch Officials.
Members should be restricted to perhaps 8 or 9 or 10.
Should meet 2 or 3 times a year.
Superintendent to choose members at first, then those members to suggest names to Superintendent for subsequent appointments.
Possibly 1/3 or 1/2 the membership should retire every year.
Should not be a review board or a grievance board, but should be rather a forward looking advisory group in matters of broader policy. Proceedings not by motion and vote, but rather make points and record the points.

PARTICIPANTS' COMMENTS

PARTICIPANT 1: I note that the groups listed did not include researchers. I suggest researchers be on each of the councils.

DR. LEMEZA: The omission is possible due to the fact that we are new in experiencing the direct input of researchers with such an interest in the system.

PARTICIPANT 2: The Ontario Parents' Council thinks the presentation to be very commendable although we do not agree with it in its entirety.

PARTICIPANT 3: Dr. Demeza's ideas are very good, but I still believe there should be a key group at a higher level.

PRESENTATION 9: Ontario Ministry of Education Presentations

Communication Policy
Ontario Schools for the Deaf
General Information Statement
Dr. J. Boyd

The following statement has been accepted by the appropriate officials of the Ministry of Education, based on the recommendations of the Communication Policy Committee (1972). The policy outlined is designed for implementation in the provincial schools for the deaf as of September 1973. It represents a concise statement of current policy. It will be reviewed from time to time in the light of research findings and other pertinent factors. It is important that all staff members who have anything whatsoever to do with children understand and adhere to the approved policy.

INTRODUCTION

The schools of Ontario exist for the purpose of preparing children to live in a democratic society which aims to provide the greatest possible opportunities for the self-realization, security and happiness of every individual in it.

Deafness in early childhood imposes a severe educational handicap upon a child. This results from the lack of normal skills of communication and the accompanying deprivation in language development. The schools for the deaf exist for the purpose of providing the opportunity for learning experiences to develop personal, social and occupational competencies to levels appropriate to the abilities and aptitudes of the pupils. The special task of the school for the deaf is to provide the child with communication skills, to help him to use them in obtaining an education, and to prepare him to live in a society which is predominately a hearing society.

Communication in our society, in general, is by means of spoken and written English. To participate adequately in this society it is important for deaf children to learn speech, speech-reading, reading and writing. On the other hand, deaf persons find it convenient and easy to communicate among themselves manually, either by fingerspelling and/or signs. It is also recognized that deaf children living together in residence likewise easily develop skills of manual communication. However, this mode of communication may not be equivalent to the English language and therefore not be reinforcing the educational programme. The learning of spoken and written language is much more difficult and requires many repetitions of each element or word. It follows that if the deaf child is to reap maximum benefit from the teaching of spoken and written language in the classroom, he must reinforce the classroom teaching and practice as much as possible during the recreational and residential hours.

Every time a child uses only manual communication which is not the English language, he loses an opportunity for practice in correct English.

To develop successfully the English language in deaf children, the complete co-operation of all individuals associating with them is essential. It is recognized that some children have difficulty in mastering oral skills (speechreading and speech) sufficiently well to communicate in a hearing society, or in some cases, to receive instruction adequately by the oral method alone.

The communication policy of the school must necessarily be the best possible compromise between what is best educationally for the children as groups, with due regard for individual differences to the extent possible without detriment to the group, and what is practical in the face of the social needs of residential living in a school for the deaf.

The following is a statement of policy in accordance with the above principles:

GENERAL

Communication is to be carried out at all times using the Visible English method. This means the use of residual hearing, speech, speechreading, fingerspelling, reading and writing.

As sign language is not equivalent with English, its use should not be promoted.

HOME VISITING PROGRAMME

The general policy for children enrolled in the home visiting programme is that they be instructed by the Visible English method. An option will be left to the parent whether or not his child will be instructed using fingerspelling.

JUNIOR SCHOOL - Levels 1 to 6 (ages 5 to 11 approximately)

The general policy for pupils in the Junior School is that they be instructed using the Visible English method, and all communication by staff with these children including the times that they are on the playgrounds, in residence and in fact any place around the school, is to be carried on using the Visible English method. In order to achieve greatest success, it is necessary that all staff members who deal with groups of children be familiar with language levels and limitations of the group, and endeavour to use vocabulary and language appropriate to the group.

Active encouragement should be given to speech, speechreading and fingerspelling among the children in all aspects of school life.

SENIOR SCHOOL - Levels 7 to 14 Academic and Vocational
Classrooms (ages 12 to 21 approximately)

It is at this level that much repetition of basic sentence forms must be provided. An increase in emphasis on written language and much reinforcement of oral teaching by use of writing is particularly effective.

Oral communication is understood to be basic in preparation of these pupils for participation in post school life, and is to be encouraged. Pupils should be encouraged to use speech with their fingerspelling in communicating with staff and should expect the staff to speak and fingerspell to them.

EXCEPTIONS

1. The oral method may continue to be used in classes, dormitory areas and other group situations with hard of hearing and oral deaf students only.
2. In individual guidance work and in stress situations with individual or small numbers of students e.g. a)- a Principal or Supervisor attempting to settle a serious student behaviour problem, b)- a guidance or religious education teacher trying to resolve a complex point in discussion, every means of communication may be used if necessary to assist in understanding.
3. To meet the academic, vocational and social needs of specified students following prior approval by the Superintendent, every means of communication may be used if necessary to assist in understanding.
4. While the Visible English method of communication, in its full sense, is to be encouraged everywhere, pupils should feel free to use every means of communication with one another.
5. Although all individuals who communicate with the children in the school will be expected to use Visible English at the instructional level, clergy or lay preachers may be permitted to use sign language in religious services if the individual believes that to be the best mode of communication in that specific situation.

Dated: August, 1973.

PRESENTER'S COMMENTS

DR. J. BOYD: I believe that you have received a copy of the new Communication Policy as it is to apply to Ontario Schools for the Deaf. No area in the history of education of the deaf has been so controversial as that of communication.

I would like to briefly review the history of the Communication Policy Committee (1972) in order to set some facts straight. This is the first opportunity that I, as Chairman of the Committee, have had to answer publicly certain statements that have been made regarding the members, functioning and recommendation of the Committee.

The Ontario Schools for the Deaf had a written Communication Policy in 1966. Between 1966 and 1971 there were various reports and statements made in the United States that advocated a review and possible changes in methods of communication for instructional purposes.

In October 1971, the Director of the Provincial Schools Branch asked three representatives from each Ontario School for the Deaf and two from the Teacher Education Centre under my chairmanship to conduct a review. A representative-observer was invited from the Metropolitan Toronto School for the Deaf. Two members of the committee were deaf and contrary to statements made at a meeting in Peterborough, these men had full freedom to participate. An interpreter was provided and all presentations were distributed. The deliberations of the Committee were confidential and a final recommendation deadline was set for March 1972.

The Committee met a total of eight times. The meetings consisted of hearing presentations from invited representatives of various organizations, points of view regarding methods of communication, augmented by presentations by committee members of methods not represented in Ontario.

The basic preamble report was published in the "Canadian Study of Hard of Hearing and Deaf." How this was obtained is still a mystery to me as this was a confidential report to the Director. The actual draft of the communication policy was not released until September 1973.

As indicated in the Report, the Committee was divided. All voting was by ballot. All were agreed that as educators and residence counsellors, the prime goal was to teach the English language. This would enable children to learn to read and thereby advance their education. The limitations of the oral method for some children were recognized. The limitations of the sign language were also recognized. The compromise position became the Rochester Method or Visible English method.

Also the statement has been made that the recommendation just replaced one straight jacket with another. A careful reading of the Policy will show that it is designed to meet the needs of different individuals.

During 1972-73 teachers-in-training, teachers and other staff members began a systematic training in adding fingerspelling to the oral method. This year the method of communication was introduced into the schools.

One of the chief criticisms of the Educational levels of the Deaf in North America is that the average level of reading achievement is grade 5 or less. It is our belief that with the addition of fingerspelling, its direct relationship with the printed symbol system, the fact that all words are totally visible, and these are in correct English, the result should be the development of better language in all forms.

This belief is strengthened by a recent report by Moores, Weiss and Goodwin entitled "Receptive Abilities of Deaf Children Across Five Modes of Communication". The authors show a significant correlation between sound, speechreading and fingerspelling, i.e. Visible English and (a) the printed word and (b) sound plus speechreading. No other method shows this significant correlation, especially with the printed word.

The "Canadian Study of Hard of Hearing and Deaf" criticizes the low academic levels of achievement across Canada. It offers no solutions. The present communication policy is viewed as a promising means of elevating the language and reading levels of deaf children in our schools and thereby enhance their education.

ADDITIONAL COMMENT

On page 28 of the Canadian Study of the Hard of Hearing and Deaf, the author makes much of an internal memo which he interprets as being authoritative interference in the committees' recommendation. This is incorrect. It was merely a clarification to show that by adding fingerspelling you arrive at the Rochester or Visible English Method.

"Receptive Abilities of Deaf Children Across Five Modes of Communication" Moores, D.F., Weiss, K.L. and Goodwin, M.W. Exceptional Children 40:1, Sept. 1973, 22-28.

PARTICIPANTS' COMMENTS

PARTICIPANT 1: On page 3 the policy states that sign language is not equivalent to English. Sign language can be equivalent to English as the interpreters at this conference are demonstrating. The background of sign language is very poor English because the deaf do not learn to use sign language properly.

DR. BOYD: That was not my statement. It is the statement of the communication policy committee. Sign language as it has existed and still exists in the most part lacks the equivalency with English. Word endings are frequently missing, etc.

PARTICIPANT 2: I have no quarrel with the use of finger-spelling. We need it. Sooner or later teachers will save time by using signs and then there will be total communication in the classroom.

PARTICIPANT 3: Sign language can be said to be the equivalent of English in that signing does convey the same meaning as the syntactical English equivalent. If the communication policy meant that sign language is not a word by word translation of English, then they should say this to make clear their objection to sign language as a mode of instruction. I do not dispute that this fact is so. I take issue however with the way that this is stated in the communication policy. It should not be forgotten in the communication controversy that the prime goal is to increase vocabulary.

DR. BOYD: The policy was written for those of us who work in the provincial schools. Our goal is to teach the English language.

PARTICIPANT 4: Despite the belief that sign language is not equivalent to English, there are circumstances which do prevail in schools where it has been permitted in order to reach a student with a concept where the teacher may have difficulty making his point with a youngster.

DR. BOYD: My staff is amazed at the number of students from Milton who are talking and fingerspelling at the same time. The students do not sign as much as previously.

PARTICIPANT 5: I feel the educators in their programme and in the classrooms have the right to say "I want this to be exactly as it should be." However, signing should continue to be used amongst the deaf.

PARTICIPANT 6: If sign language is taught properly, it could conform to English, but it should be supplemented with fingerspelling.

